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ABSTRACT

The purpose of this curriculum guide is to help the fourth grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. The guide closes with a 43-page section of instructional aids and 29 pages of audio-visual source information. (DS)

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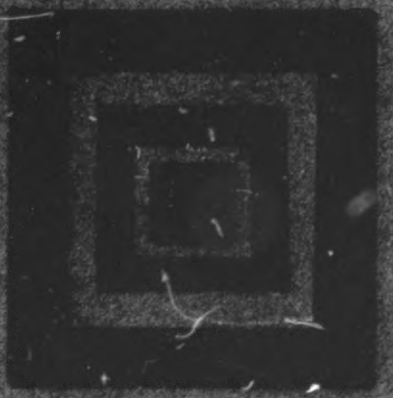

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Career-Curriculum Guide
QUEEN EDUCATION CENTER
[illegible] SCHOOL DISTRICT

LC001012

CAREER EDUCATION CENTER

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

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CURRICULUM GUIDES

FOR

FOURTH GRADE

ENGLISH MATH SCIENCE SOCIAL STUDIES

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CAREER EDUCATION CENTER
HARLANDALE INDEPENDENT SCHOOL DISTRICT

Dear Teacher:

This curriculum guide has been prepared to help you as you endeavor to fulfill your teaching responsibilities. Please feel free, as you use it, to add your comments, suggestions and constructive criticism in the appropriate column as these will be needed when the guide is revised at the end of the school year. Also any additional resource materials which you think would be beneficial and should be included can be added at your discretion. If you need any assistance during the year, you may contact the Career Education Center (924-8272) or Mrs. Penny Taylor (924-2301).

Note: Sources and materials for Character Education can be found in the curriculum guide available from the following:

Character Education Project
American Institute For Character Education
118 Broadway
San Antonio, Texas 78205

Copies of these guides are in each elementary school. Please check with your principals.

Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

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Mrs. Lydia Calonge - Bilingual Coordinator

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Mrs. Jo Ann Owens - Elementary Librarian

Mrs. Gozelle Loveless - Audio-Visual Coordinator

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LANGUAGE ARTS — FOURTH GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Oral Reading: Observes punctuation, stress, phrasing, mood and tone	The child will be able to perform the following activities: 1. Use correctly the punctuation and phrasing in a given oral reading assignment. 2. Use a pleasing voice quality in a given oral reading assignment. 3. Correctly explain orally the meaning of italics, quotation marks, words in large print or smaller print, parenthesis and exclamation marks in a given reading assignment.	Vocabulary: oral - oral proficient - proficiente, adelantado storyteller - cuentista Concept: Cuentista La gente que registra cuentos en cintas o discos necesita ser proficiente en la lectura oral. Performance Objectives: El alumno nombrará a lo menos 2 destrezas que se necesitan para ser un cuentista profesional. Methods: 1. Escuchen cuentos en discos o lean libros de "Sights and Sounds Library" con discos. 2. Evaluen el grado del tono, las interpretaciones, la fluidez, etc. de las registraciones que escucharon. 3. Escoja uno de los mejores registradores de la clase para que registre secretamente un cuento o poema. Permita que la clase evalue ese registro. Compárenlo con el registro profesional y discutan las razones de las diferencias.	1. Use the tape recorder for the student to record his own reading lesson, listen to it to check for volume, voice quality, stress, phrasing, fluency, mood and tone of the presentation - did it fit the reading material? 2. Use a check list - each child keeping his own record, with a place to record the date of the recording and E(excellent), A(average), and N(needs improvement) for each item on the check list. 3. Practice re-reading and when the child feels he has improved, let him record it again and re-check it. If it is satisfactory, go on to a different story.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: STORYTELLER People who record stories on tapes or records need to be proficient in oral reading. Performance Objectives: The child will name at least two skills needed in order to be a professional storyteller. Methods: 1. Listen to some story records or read books from Sights and Sounds Library along with the records. 2. Evaluate the pitch, interpretations, fluency, etc. of the recordings heard. 3. Select one of the better recorders of the class to secretly record a story or poem. Have the class evaluate that recording. Compare with the professional recording and discuss the reasons for the differences.	Concept: One of the standards of character and conduct of Freedom's Code is to use time and talents wisely. Performance Objectives The child will be able to tell at least one reason why a storyteller uses his time and talent wisely. Methods: 1. Read the story, "Dawdling Daughter", p. 53-56, Values to Learn. Discuss whether Jan's time and talents were used wisely at first. Do the children think she will make better use from now on? 2. Discuss whether people who record stories are using their time and talents wisely, why or why not.	1. Harlandale Audio Visual Center 16mm film - 16-683 "Storymaker" 14 minutes in color Books and records - Sights and Sounds Library, Random House. Records - PR-166 "Peter and the Wolf" PR-100 "Johnny Appleseed" 2. Education Service Center, Region 20 4017 "Your Communication Skills" 11 minutes in color 4018 "Your Communication Skills: Speaking" 11 minutes in color 3. Values To Learn: Human Values Series, Steck-Vaughn Bilingual 1. ESC Region XX Films 4878 El Cuento de Hansel y Gretel 4880 El Patito Feo 4881 El Trenecito 4833 Ferdinando El Toro 2. Bilingual Dept., H.I.S.D. Record Booklets Alicia en el País de la Maravilla The Kingdom of Kibalaboo Peter Pan	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Phonetic and Structural Analysis: Syllables Prefixes Suffixes	The child will be able to perform the following activities: 1. Orally explain correctly four rules for accenting. 2. Match correctly a given number of prefixes with a given list of meanings by drawing lines to connect them. 3. Match correctly a given number of suffixes with a given list of meanings by drawing lines to connect them.	Vocabulary: perform - desempeñar syllables - silabas typist - mecanógrafo to type - escribir a máquina Concept: Mecanógrafas Las mecanógrafas necesitan las destrezas de silabas para desempeñar sus deberes. Performance Objectives: El alumno explicará por qué se necesita el conocimiento de silabeo en la mecanografía. Methods: 1. Vean y discutan la película Mi Mamá Trabaja en Una Oficina. Hagan una lista de todos los empleos en una oficina. 2. Hagan una lista de los deberes de mecanógrafas y nombren algunas clases de cosas que a una mecanógrafa se le pediría que escribiera a máquina. 3. Discutan por que las mecanógrafas necesitan saber el silabeo.	1. Learn the rules for accenting syllables: a. The first syllable is usually accented unless it is a prefix. b. Beginning syllables de; re; be; in- and a- are usually unaccented. c. Endings that form syllables are usually unaccented. d. Ck following a single vowel is accented. 2. Learn the meanings of suffixes: -ness, -ment, -ion, -ward, -ure, -ity, -ous, -ious, -ty, -eous, -ence, -ance, -age, -it, -able, -ible, -ent, -ant, -ish. 3. Learn the meanings of prefixes: dis-, in-, per-, ob-, non-, anti-, com-, con-, pre-, super-, tri-, sub-, post-, ab-, trans-, inter-, de-, pro-, ex-, en-.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Typists Typists need the skills of syllables in order to perform their duties. Performance Objectives: The child will explain why the knowledge of syllables is necessary in typing. Methods: 1. View and discuss the filmstrip, "My Mother Works in an Office". List some of the jobs in an office. 2. Make a list of the duties of typists and name some of the kinds of things a typist might be asked to type. 3. Discuss why the typist needs to know syllables.	Concept: Taking care of one's own things is an admirable trait. Performance Objectives The child will be able to name some things a typist is responsible for keeping. Methods: 1. Read and discuss the story, "It's Our Pond Now!" p. 90-95, Values To Learn. Discuss how the children took care of their favorite playground. Discuss whether Mr. Blake was justified in closing the play area. Discuss whether or not they liked the ending. 2. Discuss three things a typist has to care for.	1. Harlandale Audio Visual Center filmstrips - R-42 "The Vowel Backbone of a Syllable" Your Dictionary And How To Use It S-60 "Prefixes and Suffixes" Fundamentals of Vocabulary Building CC-59 "My Mother Works In An Office" Mothers Work, Too, Series 10 "Suffixes" 11 "Prefixes" Reading for Meaning, Box I N-10 "Taking Care Of Your Things" Guidance Stories 2. Values To Learn: Human Values Series, Steck-Vaughn Company. Bilingual Bilingual Dept., H.I.S.D. Filmstrips S-126 Ayudantes para Nuestra Escuela S-168 ¿En donde Trabaja Mamá?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Conprehension: Skim for information Select facts Verify answers	The child will be able to perform the following activities: 1. Orally report general information on a given assignment. 2. Re-read to list facts to remember from a given assignment. 3. Select and list facts to support the main ideas. 4. Re-read to verify answers in above reading assignment.	Vocabulary: interpreter - interprete foreign language - idioma (lengua) extranjera translator - traductor Concept: Interpretes y Traductores Las interpretes y los traductores necesitan las destrezas de leer tanto como un conocimiento de una lengua extranjera para desempeñar sus deberes. Performance Objectives: El alumno explicará a lo menos un uso de las destrezas de lectura en el trabajo de un interprete o un traductor. Methods: 1. Discutan la significación de interpretar y traducir. 2. Inviten a alguien a clase para que interprete y traduzca un cuento favorito a un idioma extranjera. 3. Discutan como los interpretes y traductores sirven a los delegados de las Naciones Unidas, a los visitantes de las embajadas, a las agencias turisticas, a estudiantes y a sus padres, etc.	1. Use S.R.A. Listing Skills Tapes for "Instant Recall", "Listening for Main Ideas and Details", "Inferring Information", and "Distinguishing Facts from Opinion". Listen and follow the directions on the tapes. Repeat any tapes if necessary. 2. Use Read-On cassette tapes and ditto sheets for: E-50 - "Making Inference" E-51 - "Recalling Specific Facts In a Story" E-58 - Distinguishing between Facts and Opinion" E-59 - "Reading to Locate Answers" Listen and follow the directions on the tapes. 3. Choose a story from the basal or a supplimentary reader. Make up a list of questions requiring specific answers after a few general questions about the kind of story, what it is about, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Interpreters and Translators Interpreters and translators need reading skills as well as a knowledge of foreign language in order to perform their duties. Performance Objectives: The child will explain at least one use of reading skills in the work of an interpreter or translator. Methods: 1. Discuss the meaning of interpreting and translating. 2. Invite someone to class to interpret and translate a favorite story into a foreign language. 3. Discuss how interpreters and translators are used by the delegates to the United Nations, for visitors to Embassies, travel agencies, students or parents of students at schools, etc.	Concept: One of the standards of character and conduct of Freedom's Code is to make wise use of our time and talents. Performance Objectives The child will tell at least one use interpreters and translators make of their time and talent. Methods: 1. Read and discuss the Story, "The Blueberry Muffin", p. 1-5, Values To Learn. Discuss how Gina and Betty and their mothers used their talents. Discuss why Gina and her mother did not have the same talents, or Betty and her mother did not have the same talents. Was trading and sharing a good idea? 2. Discuss whether or not we all have the same talents and whether or not we use ours wisely.	1. Harlandale Audio Visual Center filmstrips - X-83 "Interpreting" X-84 "Summarizing" X-85 "Observing" X-86 "Analyzing" Fundamental of Thinking Series 2. Education Service Center, Region 20: 4503 "Reading With A Purpose" 11 minutes in color 3. Values To Learn: Human Values Series, Steck-Vaugh Company	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension: Sequencing Character Study	The child will be able to perform the following activities: 1. Maintain skills taught in previous reading levels. 2. Arrange ideas into correct sequence in given assignments for oral story telling or in assignments for written stories. 3. Tell stories about at least three characters, keeping the characters correctly separated. 4. Write a short story involving at least three characters, keeping the characters separated.	Vocabulary: author - autor character - carácter, genio, personaje writer - escritor, autor Concept: Autores o Escritores Los autores o escritores necesitan las destrezas de poner las cosas en orden sucesiva y del estudio de carácteres para desempeñar sus trabajos. Performance Objectives: El alumno reportará sobre un libro que ha leído dando los sucesos en orden y dando a lo menos un raspo carácteristico de cada carácter en el libro. Methods: 1. Vean y discutan las películas, Tus Destrezas Comunicativas - El Escribir y Vamos a Escribir un Cuento. 2. Discutan todas las destrezas que se usan en el escribir cuentos o otras clases de escritura. 3. Examinen una colección de libros bibliotecos para ver las diferentes clases de libros, estilos de escribir, y formas de escritura.	1. Cut a cartoon strip from the "funnies" or a paper back book. Separate the sections and place in envelopes. Allow the students to re-arrange them into sequential order. 2. While the students are reading an unfamiliar story, have them stop at an interesting event. Instruct them to cover the next few lines and make a guess at what will happen next. Ask the children to use the illustrations as well as the text in deciding the probable outcome. 3. Learn to write and to give oral book reports from the following outline: title, author, publisher, illustrator, characters in the book and something about each, the setting, at least five sentences about the book, whether or not they liked the book and why or why not, which character they liked the best and why.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Authors or Writers Authors or writers need skills in sequencing and character study in the performance of their jobs. Performance Objectives: The child will give a book report and name the events of the book in sequential order and give at least one character trait for each character in the book. Methods: 1. View and discuss the films, "Your Communication Skills-Writing" and "Let's Write a Story". 2. Discuss all the skills used in story writing or other types of writing. 3. Examine a collection of library books for different types of books, styles of writing, forms in writing. 4. Interview a writer if possible or visit a library or have a librarian come to school to discuss different types of books.	Concept: One of the standards of character and conduct of Freedom's Code is to be just. Performance Objectives The child will tell at least one reason authors or writers need to be just. Methods: 1. Listen to and view the record and filmstrip, "Who Do You Think You Are" and discuss them. 2. Discuss how a writer or an author could be just, and why they would need to be just. 3. Discuss how we can be just in dealing with others.	1. Harlandale Audio Visual Center 16mm film - 16-238 "Let's Write a Story" 11 minutes in color Read-On Diagnostic Reading Program, Random House (cassette and ditto sheet) E-52 "Recalling Sequence of Events" Tapes - "Sequencing" (4 lessons) SRA Listening Skills Tapes IIa Record and filmstrip - PR-502 "Who Do Your Think You Are?" 2. Education Service Center, Region 20 4891 "Your Communication Skills-Writing" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension: Forms attitudes about characters Draws conclusion	The child will be able to perform the following activities: 1. State his opinion of a character in a given story and tell why he formed this opinion. 2. Write his conclusion about a given assignment with his reason for his conclusion. 3. Write his conclusion to a given unfinished story.	Vocabulary: actor - actor actress - actriz play - representación dramática Concept: Actores y Actrices Los actores y las actrices necesitan el conocimiento y entendimiento de carácteres y de las ideas que el autor presenta para poder desempeñar sus empleos. Performance Objectives: El alumno dirá a lo menos una razón por que los actores y las actrices necesitan saber y entender carácteres de cuentos. Methods: 1. Permita que los alumnos hagan la pantomina de Casey at Bat y otros cuentos favoritos y comunes para que los otros alumnos adivinen las pantominas. 2. Planeen, practiquen, y presenten una representacion dramatica para otras clases o sus padres. 3. Discutan por qué es necesario comprender a los carácteres y la significación de un autor de representaciones.	1. Use Read-On cassette tapes and ditto sheets for: E-53 - "Drawing Inferences and Seeing Relationships, Concerning Motive and Feelings of Story Characters" E-54 - Predicting Outcomes E-55 - Drawing Conclusions Listen and follow the directions on the tapes. 2. Some unfinished stories have been printed in past issues of the Texas Outlook. 3. Use tapes from S.R.A. Listening Skills Program, IIa, "Listening for Main Ideas and Details". Listen to and discuss answers. 4. Examine pictures of activities and allow the students to express their opinions of what is happening, what will happen later, what happened before this.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Actors and Actresses Actors and actresses need the knowledge and understanding of characters and the ideas the author is presenting in order to perform their jobs. Performance Objectives: The child will tell at least one reason actors or actresses need to know and understand story characters. Methods: 1. Allow the children to pantomime "Casey At The Bat" and other favorite familiar stories for the class to guess which story is being portrayed. 2. Plan, practice and produce a play for other rooms or their parents. 3. Discuss why actors or actresses would need to be able to understand the characters in the play and understand what the author meant in his writing.	Concept: One of the standards of character and conduct of Freedom's Code is to be kind and to show concern for others. Performance Objectives The child will tell at least one reason an actor or actress needs to have concern for others. Methods: 1. View and listen to the filmstrip and record of "What Happens Between People" and discuss it. 2. Discuss how the feelings of concern for others would help actors or actresses in their portrayal of story characters. 3. Discuss ways in which we can be kind and show concern for others.	1. Harlandale Audio Visual Center: Record and filmstrip - PR-501 "What Happens Between People" filmstrip - H-97 "Story Book People" Fundamentals of Language Arts 2. Education Service Center, Region 20: 4103 "Casey At The Bat" 8 minutes in color Bilingual 1. Bilingual Dept., H.I.S.D. Filmstrips S-166 La Gran Ciudad S-196 ¿ Qué Debo de Hacer Este Verano S-148 El Burro que Pretendió ser Leon 2. ESC Region XX Filmstrip 62-101 Caperucita Roja	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension: Time, cause and effect Author's ideas and view points	The child will be able to perform the following activities: 1. Correctly identify orally the mood of a given selection. 2. Interpret orally the story's ideas in a given reading section. 3. Identify orally the character traits in a given reading selection. 4. Identify orally the author's purpose in writing the given selection.	Vocabulary: character - carácter , genio critic - crítico, censor evaluate - evaluar, valorar plot - enredo literature - literatura Concept: Críticos Los críticos necesitan saber el estudio de caracteres, enredos, etc. para evaluar los libros. Performance Objectives: El alumno podrá explicar como un crítico usa sus destrezas de litertura en su trabajo. Methods: 1. Definen la palabra "Crítico" y discutan lo que ya saben de los críticos, por que los hay, etc. 2. Vean y discutan la película "El Niño Japones, El Cuento de Taro". Permita que los alumnos hagan el papel de un crítico, escuchando la interpretación, la calidad de voz, pensando en la escena, el enredo, el carácter, si aparecieron verdaderos, si el cuento terminó como debería, etc. Tome un voto en la calidad de la dramatización de este libro.	1. Use S.R.A. Reading Skills Tapes for "Cause and Effect". Listen and follow the directions on the tape. Repeat the tape if necessary. 2. Use Read-On Cassette Tapes and ditto sheets for: E-53 - "Drawing inferences and Seeing Relationships Concerning Motives and Feelings of Story Characters" Listen and follow the directions on the tape. E-56 - "Identifying Cause and Effect" E-55 - "Drawing Logical Conclusions" 3. Locate a good short story or book to read to the class and and discuss as to the purpose of the book, the author's ideas and viewpoints and the type of book. A very good one from Houghton Miffin Co. is "Why Cowboys Sing In Texas" by Le Grand.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Critics Critics need knowledge of character study, plots, etc. in order to evaluate books. Performance Objectives: The child will be able to explain how a critic uses literature skills in his work. Methods: 1. Define the word critic and discuss what they know about critics, why we have critics, etc. 2. View and discuss the film, "Japanese Boy, The Story of Taro". Have students role play the part of a critic, listening for interpretation, quality of voice, thinking of the setting, the plot, the character, how true to life they appeared, whether story ended the way it should, etc. Take a vote on the quality of the dramatization of this book.	Concept: One of the standards of character and conduct of Freedom's Code is to be honest. Performance Objectives The child will tell at least one reason why a critic needs to be honest. Methods: 1. Read the story, "That Guilty Feeling" p. 65-69 Values To Learn and discuss it. Discuss whether Jerry felt he was being dishonest when he took the flowers from Mrs. Townly's front yard. Discuss why he was trying to make amends. Discuss whether or not he did the right thing. 2. Discuss why critics need to give opinions of the things they have to evaluate.	1. Harlandale Audio Visual Center 16mm - 16-536 "Japaness Boy, Story of Taro" 16 minutes in color Cassette tapes and ditto sheets - Read-On, Diagnostic Reading Program, Random House 2. Education Service Center, Region 20 4140 "Developing Reading maturity" 11 minutes in color 8833 "Reading Growth - Understanding Word Meanings" 14 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Comprehension: **Poetry** **Prose**	The child will be able to perform the following activities: 1. Correctly identify five given selections as either poetry or prose. 2. Correctly classify at least five given selections of poetry as either rhyming or non-rhyming poetry. 3. Identify at least five given selections of prose as either fiction, history, biography, religion, or mythology.	Vocabulary: librarian - bibliotecario literary - literario public - público Concept: Bibliotecarios Los bibliotecarios públicos necesitan el conocimiento de formas literarias en sus trabajos. Performance Objectives: El alumno contará a lo menos de un uso de destrezas literarias del bibliotecario. Methods: 1. Nombren varias clases de bibliotecarios - escolar, público, jurídico, registro, o cinta, etc. 2. Vean y discutan películas de bibliotecarios o bibliotecas. 3. Hagan una lista de las maneras en que los bibliotecarios nos ayudan. 4. Discutan como usar una biblioteca pública.	1. Locate different types of poetry subjects, forms, etc. Read and discuss them, how they are different then most of the stories. 2. Check out library books of children's poems, hunt poems in the classroom collection. Have the students choose and copy a poem to read to the class, have them tell whether it rhymes or not, if it does rhyme, name the rhyming words. 3. Use the library books checked out of the mobile library to classify after reading them into categories of fiction, history, biography, religion, mythology or mystery. Have each child to choose a few paragraphs from the book that they particularly liked and read them to the class.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Librarians Public librarians need the knowledge of literary forms in their works. Performance Objectives: The child will tell at least one use of literary skills by librarians. Methods: 1. Name several kinds of librarians - school, public, legal, record or tape, etc. 2. View and discuss filmstrips of librarians or libraries. 3. List ways in which librarians help us and others. 4. Discuss how to use a public library.	Concept: An admirable trait is to be cooperative. Performance Objectives The child will explain what it means to cooperate. Methods: 1. View and discuss the film, "Cooperation". 2. Discuss the meaning of cooperation, and discuss times we must cooperate. 3. Discuss ways in which a librarian might be cooperative.	1. Harlandale Audio Visual Center 16mm films - 16-606 "Poetry for Beginners" 11 minutes in color 16-239 "Story of a Book" 10 minutes in color filmstrips - BP-88 "The Librarian" School Series :Our School Worker filmstrip and record - T-55(PR-365) "Let's Go To A Library" Community Helper Series 2. Education Service Center 4227 "Values - Cooperation" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. Filmstrip with record #4 Education M-E-60 Filmstrip S-126 Ayudantes Para Nuestra Escuela S-166 La Gran Ciudad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Grammar: Nouns Adjectives Verbs Adverbs	The child will be able to perform the following activities: 1. From a given reading assignment, list every noun. 2. Make a list of all the adjectives in a given reading assignment. 3. Make a list of all the verbs in a given reading assignment. 4. Make a list of all the adverbs in a given reading assignment. 5. Correctly identify the nouns, adjectives, verbs and adverbs in a given number of sentences. Example: A Adj N V A gruesome sound came Adv P A Adj menacingly down the long Adj N dark stairway.	Vocabulary: English - inglés speech - habla, lenguaje tutor - tutor Concept: Tutores Los tutores de destrezas del lenguaje inglés necesitan saber las prendas del lenguaje. Performance Objectives: El alumno dirá de a lo menos una manera que un tutor usa las prendas del lenguaje. Methods: 1. Definen "tutores" y discutan por que los necesitamos a veces. 2. Vean y discutan la película La Maestra Especial. 3. Discutan como los tutores podrían usar su conocimiento de las prendas del lenguaje. 4. Discutan como podemos usar lo que sabemos de las prendas del lenguaje.	1. Run a race to see who can list the most nouns found in the room or from the window in five minutes time. Allow the winner to read all of his list. 2. Give five minutes more to see who can get the most descriptive words (adjectives) for any one noun they select. Allow the winner to read aloud all of his list. 3. Choose any one noun and give five minutes to see who can locate the most verbs to go with that noun. Allow the winner to read aloud all of his list. 4. Choose any ten of the verbs and see who can be first to get one adverb for each of the ten verbs. 5. Learn abbreviations for naming parts of speech: N - noun A - article Adj. - adjective P - preposition Adv. - adverb C - conjunction v - verb Pr. - pronoun Hv - helping verb 6. Mark sentences with the abbreviations for parts of speech above the words.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Tutors Tutors for English language skills need to know the parts of speech. Performance Objectives: The child will tell at least one way a tutor can use parts of speech. Methods: 1. Define tutor and discuss why we need tutors sometimes. 2. View and discuss the filmstrip of "The Special Teacher". 3. Discuss how the tutors could use their knowledge of parts of speech. 4. Discuss how we can use what we know of parts of speech.	Concept: One of the standards of character and conduct of Freedom's Code is to help those in need. Performance Objectives The child will tell at least one way a tutor can be helpful. Methods: 1. View and discuss the film "Rock In The Road". Discuss which of the men showed concern for others, and why they think this man tried to be helpful. 2. Discuss how tutors could be helpful. 3. Discuss how we can be helpful.	1. Marlandale Audio Visual Center filmstrips - BB-87 "The Special Teacher" School Series: Our School Workers S-2 "Nouns" S-3 "Adjectives" S-4 "Verbs" S-5 "Pronouns" S-6 "Adverbs" Parts of Speech Series R-50 "Parts of Speech" English Grammar Series 2. Education Service Center, Region 20 4701 "A Rock In The Road" 6 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Grammar: Complete sentences Subjects Predicates	The child will be able to perform the following activities: 1. Correctly, in writing, identify a given list of word groups as complete sentences or sentence fragments. 2. Underline correctly the subjects of a given number of sentences. 3. Underline correctly the predicates of a given number of sentences.	Vocabulary: board - pizarra sentence - frases teacher - masestra, profesora Concept: Maestras de Inglés Las maestras de inglés necesiten destrezas de frases para desempeñar sus trabajos. Performance Objectives: El alumno nombrará a lo menos una destreza de idioma que las maestras de inglés necesitan. Methods: 1. Vean y discutan la cinta y la película Quiero Ser Maestra y discutan las razones por querer ser maestra. 2. Discutan y pongan una lista en la pizarra de algunas destrezas de idioma que las maestras de inglés necesitan para desempeñar sus deberes. 3. Hagan el papel de una maestra de inglés explicando los sujetos, verbos, y frases completas.	1. Place a list of sentences and sentence fragments on the board, all without capitals and punctuation. Have the students place the capitals and punctuation marks in only the complete sentences. 2. Locate sentences in texts or workbooks and work together locating subjects and predicates. 3. Write original sentences and locate subjects and predicates. 4. Write sentences on slips of paper and cut them apart between subjects and predicates. Divide the room into two teams. Give one team only the subjects. Give the other team the predicates. The first one on the subject team reads his slip. They probably don't match, but if anyone laughs they drop out, and the game continues until the slips are all read. See which team has the most still standing at the end of the game.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: English Teachers English teachers need sentence skills in order to perform their work. Performance Objectives: The child will name at least one language skill needed by English teachers. Methods: 1. View and listen to the cassette tape and filmstrip of "I want to be a Teacher", and discuss the reasons for wanting to be a teacher. 2. Discuss and list on the board some of the language skills that English teachers need in order to perform their duties. 3. Role-play an English teacher explaining subjects, predicates and complete sentences.	Concept: Liking the work you do gives a feeling of well being. Performance Objectives The child will give orally at least one reason why an English teacher needs to like her work. Methods: 1. Read and discuss the story, "Kenny's Fish Spear" p. 140-145, Values To Learn. 2. Discuss why Kenny was unhappy and whether or not we can always stay happy and why or why not. Discuss whether Kenny found another way to be useful with his tools. Discuss why he was not allowed to do what he wished at first and why he later got his way. 3. Discuss why English teachers would need to like their work.	1. Harlandale Audio Visual Center filmstrips - S-48 "Sentence Construction" S-49 "Diagramming Compound and Complex Sentences" English Grammar Series E-53 "What is a Sentence" Beginning Grammar Series S-9 "Grammar, Subject and Predicate" English Series Cassette tape and filmstrip - Cast.-20 "I Want To Be A Teacher" I Want To Be Series 2. Values To Learn: Human Values Series, Steck-Vaughn Company Bilingual Bilingual Dept., H.I.S.D. Filmstrips S-168 ¿En Dónde Trabaja Mamá? S-189 Resolviendo Problemas Personales S-126 Ayudantes Para Nuestra Escuela Filmstrip with record #4 Education M-E-60	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Capitalization and Punctuation	The child will be able to perform the following activities: 1. Correctly use capital letters in a given assignment covering all the rules for capitalization. 2. Correctly place periods in a given assignment covering all the rules for using periods. 3. Correctly place commas in a given assignment covering all the rules for using commas.	Vocabulary: capitalization - el uso de letras mayúsculas o minúsculas printer - impresor punctuation - puntuación Concept: Impresores Los impresores necesitan saber del uso de letras mayúsculas y minúsculas y de la puntuación para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos una destreza de idioma que necesitan los impresores. Methods: 1. Háganle una entrevista a un impresor acerca de su trabajo y su educación o visiten un periódico o una imprenta. 2. Use carácteres de imprenta (letras de molde) del estilo de sello de goma de la tienda de variedad o de la escuela. Permita que cada alumno componga una frase de un cuento para reproducir. Corrija las pruebas de imprenta del cuento. 3. Discutan todas las destrezas que necesitan los impresores.	1. Review the class in the uses of capital letters: a. Beginning sentences b. Beginning lines of poetry c. Initials d. Names of persons and pets e. Names of states, cities, countries. f. Names of the days of the week months, and holidays. g. titles h. pronoun - I 2. Review rules for periods: a. after abbreviations b. after telling sentences c. after initials d. after numerals and letters in outlines, lists, etc. e. between dollars and cents 3. Review rules for commas: a. Separate words in series b. Separate phrases and clauses c. Separate the day and the year or the city and the state d. Separate quotations from the rest of the sentence.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Printers Printers need the skills of capitalization and punctuation in order to perform their duties. Performance Objectives: The child will name at least one language skill needed by printers. Methods: 1. Interview a printer about his job and his training for his job, or visit a newspaper or print-shop. 2. Use a small print set (rubber stamp variety) from the variety store or school supply house. Allow enough time for each child to set the letters and the punctuation for at least one sentence of a given short story to reproduce in print. Proofread the story. 3. Discuss all of the skills needed by printers.	Concept: Using your capabilities gives a feeling of well being. Performance Objectives The child will explain how he feels when he has made good use of his capabilities. Methods: 1. Read and discuss the story, "Good Fortune From Bad", p. 120-125, Values To Learn. Discuss Cynthia's capabilities in-spite of her handicap. Discuss how she used her capabilities and why she used them. Discuss the reward she received and whether or not we always receive big rewards for all we do. Discuss whether the good feeling we receive is enough reward for doing our best, and why. 2. Discuss printer's capabilities.	1. Harlandale Audio Visual Center filmstrips - E-57 "Using Punctuation Marks" Beginning Grammar Series R-49 "Comma in Miscellaneous Uses" Exploring Punctuation Series S-67 "Using Capital Letters and Punctuation" Using Good English Series 2. Values To Learn: Human Values Series, Steck-Vaughn Company	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Capitalization and Punctuation	The child will be able to perform the following activities: Explain, in writing, the use of the following in a given assignment: a. italics b. underlining c. words in larger or smaller print than the other words in the text. d. words using all capital letters within a sentence e. parenthesis f. quotation marks g. ellipsis	Vocabulary: printing - imprenta type setter - cajista mecánico Concept: Type Setters Los cajistas mecánicos necesitan saber de diferentes estilos y clases de imprenta. Performance Objectives: El alumno explicará a lo menos una variación de imprenta que usan los cajistas mecánicos. Methods: 1. Háganle una entrevista a un cajista mecánico de su trabajo y su instrucción. 2. Corten letras y hagan un despliegue para el tablero de varias frases informativas ilustrándolas con dibujos o retratos. Usen letras mayúsculas donde se necesitan, espaciando bien las palabras y usen puntuación donde se necesite. 3. Discutan la diferencia del trabajo de un impresor y un cajista mecánico.	1. Provide texts, library books, etc. for the students to examine for examples of italics, underlining, unusual print, parenthesis, ellipsis, quotation marks, etc. Discuss why these were used. 2. Use newspaper advertising circulars, or magazines to locate variations in print. Underline those in unusual print to share with others and explain why this was used in this place. 3. Make duplicated sheets of material without capitals, punctuation or printing variations. Have the students correct the material, using the correct capitalization, punctuation, and placing the correct printing variations for the given material.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Type Setters Type setters need to know about different styles and types of printing. Performance Objectives: The child will explain at least one printing variation used by type setters. Methods: 1. Interview a type setter about his job and his training. 2. Use cut-out letters and make a bulletin board of several sentences of information and make or locate pictures to illustrate the information. Be sure to use capitals where needed, good word spacing and punctuation where needed. 3. Discuss the difference in the work of a printer and a type setter.	Concept: Being a part of a team gives a feeling of well being. Performance Objectives The child will tell at least one advantage of being part of a team. Methods: 1. Discuss the meaning of being part of a team. 2. Discuss other "members" of the printing team and list them. Discuss what each does and how they work together. 3. Name and discuss other team efforts - class projects, games, sports, fire-fighters, medical teams, etc. 4. Discuss a team in which some of the students might like to have a part.	Free Material on Printing - Graphic Arts Foundation 4615 Forbes Avenue Pittsburgh, Pennsylvania 15213 Other Material - Occupational Outlook Reprint, #109 "Printing Occupations" available from: Superintendent of Documents, Washington, D.C. 20402 (Send 20¢)	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Sentences: Simple Compound Connectives	The child will be able to perform the following activities: 1. Correctly write at least five original telling sentences and five questioning sentences. 2. Write correctly at least three original simple sentences. 3. Write correctly at least three original compound sentences. 4. Underline correctly the connective words in at least five given sentences.	Vocabulary: script - escritura scriptwriter - escritor de escrituras Concept: Escritores De Escrituras Los escritores de escrituras necesitan las destrezas de frases para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos una destreza de idioma que necesitan los escritores de escritura. Methods: 1. Háganle una entrevista a un escritor de escrituras acerca de su empleo y su instrucción. 2. Discutan y hagan una lista de varias clases de escritores de escrituras. Ejemplos: para programas de televisión (noticias, comedías, de habla, dramas, dibujos, etc.), películas educativas y industriales, etc. 3. Usen un programa de televisión o radio para oir materia de los escritores de escrituras y discutan que destrezas de idioma se usaron.	1. Game: Divide the class into two teams. Each pupil is given an interesting magazine picture or diagram, and will need his pencil and a piece of paper. Each child writes a sentence caption for his picture. If his caption is a sentence and it fits the given picture, his team gets a point, if it is a sentence fragment, no points are given. If it is a compound sentence, give two points. 2. Story fun: Place a list of words on the board. Read the words and have the children explain what some of the words suggest to them. Ask them to get pencil and paper and give them two minutes to begin writing a story, using as many of the words as possible from the list. After two minutes, exchange papers and allow two minutes to add to the story. This may be repeated as long as desired. When ready have some of the stories read aloud for discussion. Example: girl shadows storm alone walk frightened path dog 3. Have students examine texts or library books and hunt for connective words. Compile a list of as many as they can find on the board.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Scriptwriters Scriptwriters need sentence skills in performing their duties. Performance Objectives: The child will name at least one language art skill used by scriptwriters. Methods: 1. Interview a scriptwriter about his job and his training for the job. 2. Discuss and list various types of scriptwriters. Examples: for television shows (news, comedies, talk, dramas, cartoons, etc.), motion pictures, radio, films for education and industry, documentaries, commercials, etc. 3. Use a TV or radio program to listen to material from scriptwriters and discuss what language skills were involved in their work.	Concept: Being creative is an admirable trait which deserves developing. Performance Objectives The child will tell at least one way in which he can be creative. Methods: 1. Discuss how scriptwriters can be creative. Discuss a selected TV show as to its creativity. 2. Discuss whether or not opportunities are provided for students to be creative. 3. Ask whether students would like to be creative and if so, how they would like to do so. If possible, give them an opportunity to do so.	Harlandale Audio Visual Center filmstrips - S-7 "Phrases and Clauses" S-8 "Prepositions, Conjunction" Parts of Speech Series S-49 "Diagramming Simple Sentences" S-50 "Diagramming Compound and Complex Sentences" English Grammar Series R-48 "Comma in Clauses and Phrases" Exploring Punctuation S-69 "Making Oral and Written Reports" Using Good English Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Paragraphs: Locating main ideas and the supportive details How to use paragraphing Planning paragraphs before writing	The child will be able to perform the following activities: 1. Correctly identify orally a paragraph in a given assignment. 2. Correctly re-write a given assignment, separating and indenting each paragraph. 3. Correctly underline the main idea in a given paragraph. 4. Write an original story of at least three paragraphs after planning the story. Write at least three events in sequence, one event for each paragraph.	Vocabulary: news - noticias newscaster - locutor, anunciador radio - radio television - televisión Concept: Anunciadoras de Radio y Televisión Los anunciadores de radio y televisión necesitan las destrezas de idioma en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos una destrezas de idioma que necesitan los locutores de noticias. Methods: 1. Háganle una entrevista a un locutor de noticias acerca de su trabajo y su instrucción. 2. Escuchen las noticias en la radio o en la televisión. Discutan las clases de noticias que se dieron, si un hombre las anunció todas o si varios dieron diferentes noticias y por qué fue necesario esto. 3. Discutan las destrezas de idioma que podrían usar en sus deberes.	1. Use "Read-On" cassette tapes and ditto pages from the diagnostic reading program: E-49 "Understanding the Main Idea" E-59 "Reading to Locate Answers" E-60 "Summarizing Paragraphs" Listen and follow the directions on the tapes to mark the pages. 2. Copy several paragraphs on the board without indenting any of them. Have the students decide together where the paragraphs end and the next begins. 3. Make a brief outline for original stories and use the outline as a guide to paragraphing thoughts or events. 4. Use newspaper articles as study material for finding the main idea. Underline the main idea in red, the supportive idea in blue. 5. Watch a TV show and have the students describe the main idea and then write several supportive sentences about it.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Radio and Television Newscasters Radio and television newscasters need language skills in the performance of their duties. Performance Objectives: The child will name at least one language skill needed by newscasters. Methods: 1. Interview a newscaster about his job and his training for the job. 2. Listen to a newscast on radio or television. Discuss the types of news covered, whether one man did it all or whether different ones did different portions and why more than one might be necessary. 3. Discuss the skills of language they might use in their duties.	Concept: Achieving your ambition brings a feeling of well being. Performance Objectives The child will name one thing that he has already achieved. Methods: 1. Discuss the meaning of ambition. 2. Allow each child to tell his ambition and how he plans to achieve it. 3. Discuss whether or not newscasting could be someone's ambition and if so, how they might achieve their ambition.	1. Harlandale Audio Visual Center filmstrips - X-80 "Classifying" X-81 "Critical Thinking" X-83 "Interpreting" X-84 "Summarizing" X-16 "Analyzing" Fundamentals of Thinking Series 16mm film: 16-27 "Building Better Paragraphs" 10 minutes in B/W 2. Education Service Center, Region 20 4060 "Cities and Communications, Keeping Community Informed". 8 minutes in color 4140 "Developing Reading Maturity-Critical Evaluation" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. S-166 La Gran Ciudad S-125 Ayudantes Para Nuestra Casa	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Spelling: Phonetic and Structural Analysis Skills	The child will be able to perform the following activities: 1. Correctly locate root words from a given list of words. 2. Correctly use phonetic skills from reading to assist in spelling a given list of words. 3. Change correctly a given list of words to a plural, a possessive, or a contraction form.	Vocabulary: dispatcher - despachador job - empleo Concept: Despachadores Los que escriben despachos de trabajos necesitan destrezas de lenguage para desempeñar sus deberes. Performance Objectives: El alumno contará a lo menos una manera en qué los despachadores usan destrezas de idioma. Methods: 1. Háganle una entrevista a un despachador acerca de su trabajo y su instrucción. 2. Discutan las diferentes clases de ordenes que pueden escribir los despachadores. Ejemplos: para la reparación de carros, utensilios, plomería, casas, etc. para servicios de imprenta - circulares, papel para escribir, invitaciones, anuncios, etc., para trabajadores de construcción, etc. 3. Discutan las destrezas de idioma que se usan en escribir ordenes de trabajos.	1. Review with the students the vowel pronunciation rules for: a. Words of one vowel b. Words of one vowel letter alone c. Words with two vowels side by side d. Words of two vowels, one of which is an e at the end of a word. 2. Study syllable rules together: a. Each syllable must contain a vowel b. Suffixes and prefixes are syllables with their own meaning c. Root words are not divided d. If the first vowel is followed by a single consonant, the consonant usually begins the second syllable. Example: amaze e. If the first vowel is followed by two consonants, the first syllable usually ends with the first of the two consonants. Example: pencil f. If a word ends in le preceded by a consonant, that consonant begins the last syllable. g. The letter x always goes with the preceding vowel to form a syllable. Example: exit h. The letters ck go with the preceding vowel and end the syllable. Example: chicken

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
Concept: Writers of Job Orders Writers of job orders need the skills of language arts in order to perform their duties. Performance Objectives: The child will tell at least one way in which a writer of job orders uses language skills. Methods: 1. Interview a writer of job orders about the duties and the training for the job. 2. Discuss the many types of job orders that could be written. Examples: for repair service on cars, appliances, plumbing, homes, etc.; for printing services - circulars, stationary, invitations, announcements, etc.; workmen on construction jobs, etc. 3. Discuss the language arts skills used in writing job orders.	Concept: Having responsibility gives a feeling of well-being, if we accept the responsibility given to us. Performance Objectives The child will tell why a writer of job orders needs to develop responsibility. Methods: 1. View and listen to the story, "Jim Learns Responsibility" and discuss the meaning of responsibility. 2. Discuss how writers of job orders need to accept the responsibility of performing their jobs to the best of their ability, keeping accurate records and being correct in all information placed on the job order.	Harlandale Audio Visual Center filmstrips - S-12 "Spelling, Some Problems" S-13 "Spelling. Seeing and Hearing" English Series S-65 "Using Plurals Correctly" S-66 "Possessives, Contractions, and Abbreviations" Using Good English Series record and filmstrip - L-66(PR-369) "Jim Learns Responsibility" Little Things That Count Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Spelling Meanings Increases Vocabulary Word Selection Word Similarities	The child will be able to perform the following activities: 1. Write the correct meaning of a given group of words used in context. 2. Correctly identify the meaning of at least five new words each week. 3. Use new words in sentences to show meaning. 4. Select words from a given list of words to fill the blanks in a given number of sentences to show the correct meaning. 5. Recognize similarities of known words by classifying a given list of words into the following a. compound word b. root word c. suffixes d. prefixes e. plurals f. hyphenated words g. contractions	Vocabulary: evaluator - evaluador evaluate - evaluar textbook - libro de texto Concept: Evaluadores de Libros de Texto Los evaluadores de libros de texto necesitan destrezas de lenguaje para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos una destreza de lenguaje que usan los evaluadores de libros de texto. Methods: 1. Discutan el trabajo de un evaluador de libros de texto. 2. Háganle una entrevista a la evaluadora y pregúntenle que es lo que busca en un libro. 3. Examinen los libros de texto de la clase usando el criterio del evaluador. Discutan las destrezas que se usaron en esta evaluación.	1. Make up crossword puzzles, using new words to learn. Give a list of definitions for them to find the word to fill the blanks. Children's crossword books may also be bought and torn apart. Cover both sides of each page with clear contact paper. Mark with grease pencils, wipe clean and use again. 2. Give the students a list of words and a group of sentences to complete using some of the words from the list. This is a good way to introduce new words. The students look them up to check the pronunciation and the meaning and find the sentence that shows the meaning of the word and fill in the blank. 3. Place words on the board that are often confused with others and compare the looks, spelling and the meaning. Then give out duplicated sheets for the students to make corrections. Examples: The whether map predicted a storm My mother prescribes to several magazines She excepted the invitation to my party.

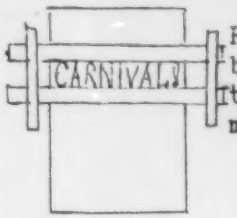
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
Concept: Textbook Evaluators Textbook evaluators need language skills in order to perform their duties. Performance Objectives: The child will name at least one language arts skill used by textbook evaluators. Methods: 1. Discuss the job of a textbook evaluator. 2. Interview a school textbook evaluator about her job and what she looks for in a textbook. 3. Examine the room's textbooks using the criteria of the textbook evaluator. Discuss what skills were used in this evaluation.	Concept: Knowledge without understanding is of little value to us. Performance Objectives The child will tell about at least one thing he knows that he is able to use. Methods: 1. View and discuss the filmstrips, "Consideration" and Kindness". 2. Discuss what it means to know something and not be able to use the knowledge. 3. Discuss why it is important to learn to apply the skills we learn.	1. Harlandale Audio Visual Center filmstrips - A-92 "Select the Right Words" Fundamentals of Language Arts Series T-38 "Roots and Shoots" T-39 "Time and People Change Words" T-40 "Words and Your Work" T-41 "The Right Word In the Right Place" T-42 "Increase You Stock of Words" Words: Their Origin, Use and Spelling Series X-78 "Comparisons" X-80 "Classifying" X-85 "Observing" X-86 "Analyzing" Fundamentals of Thinking Series N-19 "Consideration" N-22 "Kindness" Character Building Series 2. Education Service Center, Region 20 8833 "Reading Growth-Understanding Word Meanings" 14 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Spelling Synonyms Antonym Homonyms	The child will be able to perform the following activities: 1. Correctly match a given list of ten words with a synonym for each word. 2. Correctly match a given list of ten words with an antonym for each word. 3. Correctly match a given list of ten words with a homonym for each word.	Vocabulary: antonyms - antónimo homonyms - homónimo synonyms - sinónimo joke - chiste, broma Concept: Escritores de Chistes Los escritores de chistes necesitan destrezas de sinónimos, antónimos, y homónimos para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos una destreza de lenguaje que usan los escritores de chistes. Methods: 1. Discutan como en efecto el escribir chistes es una forma de escritura. 2. Discutan como los chistes se forman con el juego de palabras a propósito. 3. Analizen algunos chistes en libros bibliotecas para ver por qué son chistosos. 4. Escriban chistes para compartírlos con los compañeros de clase.	1. Give the children parallel lists of words. If the pair is similar (a synonym) place s between them, if not put d for different. Examples: day d night large s enormous 2. Give each student a duplicated copy of words which have homonyms. Have the students give another spelling and definition for each word. Examples: fare piece maid led plane rain sight seen 3. Place on the board a list of words for which the students will find antonyms. Examples: pleasant simple ugly 4. Prepare ditto sheets of pairs of words to lable s for synonym, h for homonym, and a for antonym. 5. Use large flash cards of Antonyms, Synonyms and Homonyms. Students may play games using the cards. The word is at the top of each card (the answer is at the bottom of the card). They can use these independently, without teacher help.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
Concept: Jokewriters Jokewriters need the skills of synonyms, antonyms and homonyms in order to perform their duties.	Concept: A feeling of well-being comes about when we are able to express our ideas.	1. Harlandale Audio Visual Center filmstrips - S-57 "Synonyms" S-58 "Homonyms" Fundamentals of Vocabulary Building Series S-32 "Synonyms, Antonyms, Homonyms, Heteronyms". Word Study Series T21-23 "Fun With Words" Phonetic Skills Series	
Performance Objectives: The child will name at least one language skill used by jokewriters.	Performance Objectives The child will tell the main purpose in the joke-writers expressions.	2. Harlandale Elementary Library books - 398 Noodles, Nitwits, and Numskulls, by Leach 793.7 American Riddle Book, by Withers 793.7 The Riddle Book by Weigle 793.7 A Book of Riddles by Morrison	
Methods: 1. Discuss the fact that jokewriting is one form of scriptwriting. 2. Discuss how many jokes are formed by "play" on words or purposely misusing words and meanings. 3. Analyze some jokes from library books to see why they are funny. 4. Make up funny jokes to share.	Methods: 1. Discuss ways in which we can express ourselves. Examples: writing, talking, pantomime, art, music, dancing, etc. 2. Discuss how jokewriters express themselves and the purpose of their expressions. 3. Allow the students time to express themselves in the media of their choice.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Mechanics of Writing: Indent paragraphs Leaving uniform margins Learns Poetry form	The child will be able to perform the following activities: 1. Indent paragraphs in given written language assignments. 2. Leave uniform margins in letter or theme form writing assignments. 3. Correctly copy a given poem using correct form, capitalization, and punctuation.	Vocabulary: language - lenguaje, lengua, idioma secretary - escritura Concept: Secretarias Las secretarias necesitan destrezas de escritura para desempeñar sus deberes. Performance Objectives: El alumno contará de a lo menos un uso de destrezas de escritura y lenguaje que usan las secretarias. Methods: 1. Vean y discutan la película Mi Madre Trabaja en una Oficina o la cinta y la película de una oficina aplicada. 2. Discutan y hagan una lista de todos los deberes posibles de una secretaria. 3. Háganle una entrevista a una secretaria de sus deberes y como usa destrezas de lenguaje y escritura.	1. Review good writing posture, paper placement and the correct way to hold the pen or pencil. 2. Review letter forms and letter parts: heading, greeting, body, closing and the signature. 3. Have each student fill out an application form (from any credit card office or employment office) using a made-up name, address and birthdate. Pick up the paper and pass them out to others to evaluate the handwriting as good, fair, and bad. Circle places needing corrections in spelling or letter formation. Display all on the bulletin board. The original writer can see how he rates. Several could evaluate them if they wish. 4. Study poetry form and practice copying poems. Have students copy a favorite poem and make a scrap book of them with illustrations for the children's ward at the hospital.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Secretaries Secretaries need writing skills in order to perform their duties. Performance Objectives: The child will tell at least one use of writing and language skills used by secretaries. Methods: 1. View and discuss the filmstrip, "My Mother Works in an Office" or the cassette tape and filmstrip of the busy office. 2. Discuss and list as many as possible of the duties of secretaries. 3. Interview a secretary about her duties and how she uses writing skills and language skills.	Concept: One measure of our character and conduct is observing how we encounter unexpected tasks. Performance Objectives The child will tell at least one way he can meet an emergency. Methods: 1. Discuss what is meant by "encountering unexpected tasks." 2. Allow the students to discuss something unusual that has happened to them and what they did about it. 3. Discuss some ways to handle unexpected things and and decide a good way to handle emergencies. Example: Think it out and then act.	Harlandale Audio Visual Center: Filmstrips: S-68 "Letter Writing for a Reason" S-69 "Making Oral and Written Reports" Using Good English Series E-68 "Writing Conversation" Beginning Grammar Series P-6 "Writing a Research Paper" Learning to Study Series CC-59 "My Mother Works in an Office" Mothers Work, Too, Series cassette tape with f/s: Cas.T-19 "Busy Office, Busy People" Community Helpers Series Bilingual Bilingual Dept., H.I.S.D. Filmstrips S-126 Ayudantes para Nuestra Escuela S-135 Una Visita al Médico S-168 ¿En Dónde Trabaja Mamá?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Mechanics of Handwriting Manuscript Cursive Legibility Spacing	The child will be able to perform the following activities: 1. Use correct manuscript in a given writing assignment or a given poster. 2. Use uniformity in letter formations, slant, spacing, and size in cursive writing for a given assignment or in other subject areas. 3. Adjust his speed of writing to his best legibility	Vocabulary: certificate - certificación, testimonio document - documento, escritura documentarian - documentador diploma - diploma Concept: Documentadores Los documentadores usan las destrezas de escritura en su trabajo. Performance Objectives: El alumno nombrará a lo menos una destreza de escritura que usan los documentadores. Methods: 1. Discutan lo que significa "documentos" y "documentadores". 2. Discutan algunos documentos quo los alumnos ya conocen. Ejemplos: diploma, certificación, documentos de gobierno, etc.	1. Ask the principal to notify your class of a school event needing poster advertizing material early enough to have the students prepare the posters using manuscript and illustrations. Practice manuscript printing on notebook paper then draw larger lines on brown paper sheets for more practice. Practice centering the lines for posters then place the finished product on poster board for displaying. (Two yard sticks taped to the desk about 2" - 3" apart is a good guide to keep letter sizes uniform and lines straight. Example:  Pull the poster board up as needed to print the message. 2. Use a writing book to practice copying exactly as the book. Practice very slow and very fast, then try various speeds to check on the best speed for legibility and spacing.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Documentarians Documentarians use the skills of writing in their work. Performance Objectives: The child will name at least one writing skill used by documentarians. Methods: 1. Discuss the meaning of documents and documentarians. 2. Discuss some documents with which the students are familiar. Examples:diploma, certificate, government documents, etc.	Concept: A feeling of well-being comes when we feel a part of something big. Performance Objectives The child will name at least one reason for feeling good about belonging to something big. Methods: 1. Discuss something "big" of which we are a part. Example: a part of school, a part of the city, the county, the state, the nation, the universe, a part of scouting, a team in sports, etc. 2. Discuss how the documentarians can be a part of a team.	Harlandale Audio Visual Center: filmstrips and records: L-98(PR-533) "Pledge of Allegiance" K-100(PR-451)"Shrines and Monuments" filmstrips: J-47 "Literature of Freedom" Our American Heritage Series K-4 "Your Bill of Rights" Birth of Our Nation Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Outlining: **Form** **Sequence**	**The child will be able to perform the following activities:** 1. **Correctly outline the main ideas in a given story using Roman numerals for the ideas in sequential order.** 2. **Correctly outline subordinate ideas in A., B., C., etc. under the Roman Numeral.** 3. **Give an oral report from an outline.**	Vocabulary: public - público speaker - orador, vocero Concept: Oradores Publicos Los oradores públicos necesitan las destrezas de lenguaje para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos dos destrezas de lenguaje que usan los oradores públicos. Methods: 1. Vean y discutan la película de narrar cuentos. 2. Discutan varias clases de oradores públicos, los que dan información y los que surten placer o la combinación de los dos. 3. Discutan las destrezas de lenguaje que usan los oradores públicos.	1. Use a familiar story to make an outline of events in sequential prder. Example: I. Introduction of the Gruff family A. Who they were B. Where they lived II. Gruff family plans an outing A. Who wanted to go B. Why they wanted to go C. Where they wanted to go III. Their adventures on the bridge A. Little Billy meets the troll B. Middle-sized Billy meets the troll C. Big Billy meets the troll IV. The Outcome A. The troll is defeated B. The Gruff family lives happily ever after 2. Use a current event as a source for making an outline before giving the report orally. 3. Put a group of sentences in an envelope and give to the children unopened. Read a story to them, then have them open their envelopes and arrange the sentences in sequential order. 4. Cut a story into paragraphs. Have the students work in groups to re-arrange the paragrapns in sequential order.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
Concept: Public Speakers Public speakers need the skills of language in order to perform their duties. Performance Objectives: The child will name at least two language skills used by public speakers. Methods: 1. View and discuss the film about storytelling. 2. Discuss the various types of public speakers, those giving information and those providing enjoyment or combinations of the two. 3. Discuss the language skills used by public speakers.	Concept: Doing work which is of value to society gives a feeling of well-being. Performance Objectives The child will name at least one need for public speakers. Methods: 1. Discuss the value of public speakers. 2. Allow the students to name any public speaker that they have heard and tell the purpose of the speech they heard. 3. Discuss why we feel good about doing things for others.	1. Harlandale Audio Visual Center; cassette tape and ditto sheet: E-52 "Recalling Sequence" Read-On, Diagnostic Reading Program, Random House magnetic tapes: "Remembering Sequence" S.R.A. Listening Skills Lab.,IIa Listening Skills Lessons from the S.R.A. Reading Laboratory Manuel for IIa. 2. Education Service Center, Region 20 4568 "Story Telling: Can You Tell It In Sequence?" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Self Improvement; Rough drafts Re-writes Proof-reads Makes Corrections	The child will be able to perform the following activities: 1. Write an original story from a given outline. 2. Read and re-write the original story making corrections when necessary and using the best penmanship possible.	Vocabulary: editor - editor proof-reader - corrector de pruebas secretary - secretaria typist - mecanógrafa Concept: Correctores de Pruebas Los correctores de pruebas necesitan destrezas de lenguaje para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos dos destrezas de lenguaje que usan los correctores de pruebas. Methods: 1. Discutan por que necesitan corregir pruebas las secretarias, las mecanógrafas. los publicadores, etc. 2. Discutan por que los alumnos necesitan ser correctores de pruebas - para mejorar las marcas hallando los errores antes de que se los marquen. 3. Discutan las destrezas que necesitan los correctores de pruebas.	1. With the student's help, make an outline on the board, such as: I. Planning for an adventure A. (List the steps in the preparation) B. II. Purchasing supplies A. (List the necessary supplies) B. III. The adventure A. (List the events of the adventure) B. IV. The return A. (List the events of the return) B. V. Summary A. (List the results or the outcome of the adventure) B. 2. Have the students plan an adventure story from the above outline. Allow as many as possible to tell their stories. 3. Have the students make their own outline for an original story. 4. Write and re-write the story making corrections for a final copy.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
Concept: Proof-readers Proof-readers need language arts skills in order to perform their duties. Performance Objectives: The child will name at least two language arts skills used by proof-readers. Methods: 1. Discuss the needs for proof-reading by secretaries, typists, editors of newspapers or magazines, publishers, etc. 2. Discuss why students need to be proof-readers—to improve their grades by locating the mistakes before they are located in grading. 3. Discuss the skills needed by proof-readers.	Concept: A feeling of well-being comes from having your work praised. Performance Objectives The child will tell when he can expect to receive praise for his work. Methods: 1. Read and discuss the story "Ramon Makes Friends", p. 85-89, Values To Learn. Discuss how Ramon felt when he received praise for his art work from the teacher. Discuss how Ramon felt when he was asked to use his baseball talent on the team at school. 2. Discuss when we are likely to be praised for our work.	1. Harlandale Audio Visual Center: filmstrips: T-40 "Words and Your Work" T-41 "Words in the Right Place" Words: Their Origin, Use, and Spelling Series filmstrip and record: L-89(PR-510)"Making Mistakes" How Do I Learn Series 2. Values To Learn: Human Values Series, Steck-Vaughn Company	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Dictionary Skills: Locating Skills Word Meaning Pronunciation Skills Using Accent Marks	The child will be able to perform the following activities: 1. Tell the divisions of the dictionary (the one-third or the one-fourth section) in which a given list of words is located. 2. Tell the correct meaning and use of the phonetic spelling that follows in parenthesis each word in the dictionary. 3. Explain correctly the use of the pronunciation keys given at the bottom of each page. 4. Correctly mark the accented syllables in a given list of words. 5. Select correctly the meaning of a word which best fits the given context in which the word is used.	Vocabulary: dictionary - diccionario publisher - publicador Concept: Publicadores de Diccionarios Los publicadores de diccionarios necesitan las destrezas de lenguaje para desemperár sus deberes. Performance Objectives: El alumno nombrara a lo menos 2 areas de informacion de lenguaje que se encuentran en un diccionario. Methods: 1. Examinen diccionarios con cuidado para ver todas las clases de información en el libro. 2. Discutan las destrezas de lenguaje que se necesitan para obtener la información para publicar el diccionario. 3. Háganle una entrevista a un publicador, (cualquier clase) si es posible, acerca de los problemas de publicar.	1. Have the students make two sentences for each of the following homographs, using the dictionary to check the meaning and the pronunciation of each word: wind lead produce live conduct close rebel excuse permit read subject content refuse contract run 2. Place accent marks correctly on the above sentences to show the correct pronunciation for the homonyms used. Use the dictionary to check their use. 3. Give the students a group of sentences with a word underlined in each. Have the students use the dictionary to look for the word and tell which definition goes with the sentence --first or second, etc. 4. Give the students lists of words to write phonetically beside each one. Examples: knowingly - nō´ - ing - lĭ´ maynonaise - mā´ - ɔ - nāz´

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT
Concept: Dictionary Publishers Dictionary publishers need the skills of language arts in order to perform their duties. Performance Objectives: The child will name at least two language arts areas of information found in a dictionary. Methods: 1. Examine dictionaries carefully to see all the kinds of information in the book. 2. Discuss the language skills needed to get the information for the publishing of the dictionary. 3. Interview a publisher (any type) if possible about the problems of publishing.	Concept: Enjoying daily accomplishments brings a feeling of well-being. Performance Objectives The child will name at least one accomplishment that he is happy about now. Methods: 1. View and discuss the filmstrip, "Enjoying Today" and the record and filmstrip of "What Next?" 2. Discuss the ways we make ourselves unhappy by worrying about something to come in the future, so much so that we forget to enjoy our "little events" each day.	1. Harlandale Audio Visual Center: filmstrips: R-37 "Stories Behind Words" Language Arts Series R-40 "First You Find It; Then Define it" R-41 "Who's Mispronouncing" R-43 "Words and Their Ways" Your Dictionary and How To Use It Series S-34 "Meanings Change" Word Study Series N-44 "Enjoying Today" Developing Your Personality Series filmstrip and record: L-88(PR-509)"What's Next?" How Do I Learn Series 2. Education Service Center, Region 20: 8833 "Reading Growth - Understanding Word Meanings" 14 minutes in color 4618 "We Discover The Dictionary" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Study Skills Use reference books Book parts	The child will be able to perform the following activities: 1. Correctly locate information on a given list of five subjects, in at least two reference books, an encyclopedic dictionary and an encyclopedia. 2. Locate correctly the following book parts: a. fly leaf b. index c. illustrations d. captions e. appendix f. chapter g. paragraph h. title page i. author j. publisher k. date of publication	Vocabulary: encyclopedia - enciclopedia salesman - vendedor Concept: Vendedores de Enciclopedias Los vendedores de enciclopedias necesitan las destrezas de lenguaje para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos dos destrezas de referencia que estos vendedores necesitan. Methods: 1. Háganle una entrevista a un vendedor de enciclopedias acerca de su trabajo, su instrucción, y sus necesidades especiales. 2. Discutan las destrezas de referencia que se necesitan antes de poder usar una enciclopedia o poder vender la enciclopedia. 3. Discutan los servicios que surten las compañías de enciclopedias (además de libros).	1. Have the students assist in forming charts on large chart tablets showing a variety of reference books in the first column, and a short description of the type of information contained in each in a second column. Number the reference books on the chart. Give the students a list of descriptive phrases in mixed order. Use the chart to match each reference book with its descriptive phrase by placing the number of the reference by the description. Example: 1. Who's Who (3) word definition 2. Encyclopedia (1) biographies 3. Dictionary (2) facts on many subjects 4. Bartletts', Quotation (4) "to be or not to be" 2. Go through any text or library book and hunt for the book parts together, some books will not have all the parts, so have a variety of books on hand to examine.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENT:
Concept: Encyclopedia Salesmen Encyclopedia salesmen need the skills of language arts in order to perform their duties. Performance Objectives: The child will name at least two reference skills needed by encyclopedia salesmen. Methods: 1. Interview an encyclopedia salesman about his work and his training and special needs for salesmen. 2. Discuss the reference skills needed before being able to use an encyclopedia, or to be able to sell the encyclopedia. 3. Discuss services provided by the encyclopedia companies (other than books).	Concept: Self respect and feeling capable of a certain amount of self dependency are necessary to a feeling of well-being. Performance Objectives The child will tell why salesmen need self respect and self confidence. Methods: 1. View and discuss the filmstrips, "Trying New Things" and "Thinking For Yourself". 2. View and discuss the film "Let's Have Respect". 3. Discuss why we must feel respect for ourselves and feel self-confidence before we can produce good work. Discuss the ways we can begin to develop these "inner strengths". Discuss whether or not salesmen also need this strength.	Harlandale Audio Visual Center: filmstrips: R-38 "You Can Find It Easily" R-39 "Make Alphabetizing Work For You" Your Dictionary and How To Use It Series Mi-117 "Look It Up - World Book Encyclopedia" S-15 "Use Of The Dictionary" English Series N-41 "Trying New Things" N-46 "Thinking For Yourself" Developing Your Personality Series 16 mm film: 16-705 "Let's Have Respect: Guidance" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. Filmstrip S-125 Ayudantes para Nuestra Casa S-167 ¿En Dónde Trabajan los Padres? S-168 ¿En Dónde Trabaja Mamá?	

Sample Check List for 4th Grade Language Arts

Name _____ Teacher _____

Beginning Date _____ Date Moved to Next Level _____

___ Syllabicates words of 3 syllables
___ Identifies accented syllables in word
___ Decodes 4th grade reading words skillfully
___ Identifies homonyms
___ Identifies antonyms
___ Identifies synonyms
___ Identifies homophones
___ Identifies homographs
___ Can distinguish between fact and opinion
___ Reads to locate answers skillfully
___ Summarizes paragraphs
___ Has mastered independent word attack
___ Selects main idea with skill
___ Has basic library skills
___ Organizes ideas in sequence
___ Perceives cause-effect relationships
___ Draws conclusions and states generalizations
___ Makes critical evaluations
___ Sensitive to time & place in story setting
___ Identifies unfamiliar words & establishes their meaning independently
___ Selects variety of reading materials
___ Adjusts intensity and reading rate to purpose & material
___ Outlines
___ Uses dictionary to determine meaning and pronounication
___ Continues to aquire reference skills
___ Shows initiative interest and responsibility in reading
___ Knows phonetic skills developed in previous grades
___ Extends dictionary skills - (source of information-measurements statistics)
___ Analyzes multiple meanings of words
___ Classifies words from lists and stories (specific to general)

Teacher's Comments

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Sample Check List for 4th Grade Language Arts

Name _____ Teacher _____

Beginning Date _____ Date Moved to Next level _____

___ Classifies words from lists and stories (general to specific)
___ Understands & follows direction-oral
___ Understands & follows direction-written
___ Able to work independently
___ Able to work with peers in small groups
___ Develops skill in using cross references
___ Speaks from outline made by self
___ Develops eye-voice span of 3 words
___ Develops choral reading skills
___ Interprets figurative and idiomatic language.
___ Spells 4th grade words correctly
___ Uses 4th grade words correctly-orally & in composition
___ Writing has proper alignment
___ Writing is properly spaced

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Teacher's Comments

MATH - FOURTH GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Number and Numeration Development: Counting Roman Numerals Place value	The child will be able to perform the following activities: 1. Arrange correctly a given set of numbers from the greatest value to the least value or from the least value to the greatest value. 2. Read and write correctly Roman numerals from I to C (1 - 100). 3. Identify and write the correct value of a digit in a given set of numerals on a chart. Example: 3685 thousands hundreds tens ones 3 6 8 5	Vocabulary: archeologist - arqueólogo findings - descubrimientos interpret - interpretar Roman numerals - guarismos romanos Concept: Arqueólogos Los arqueólogos necesitan saber guarismos romanos para interpretar algunos de los descubrimientos en sus trabajos. Performance Objectives: El alumno dirá como los arqueólogos usan guarismos romanos. Methods: 1. Definen la palabra arqueología. 2. Enséñeles a los alumnos fotos de artefactos de los desenterrados de los arqueólogos. 3. Discutan la intención de los arqueólogos y lo que hemos aprendido de ellos.	1. Review number concepts with the children. Make flash cards out of 3" x 5" cards for the numbers 1 to 500. Shuffle and deal about ten cards to each student. Give a signal and have them start arranging their cards from the least to the greatest value (or from the greatest to the least value). The first one to finish correctly is the champ. Exchange cards and give the children other directions. 2. Learn the value of Roman numerals I, V, X, L, and C. Working together as a class, build the numerals to one hundred on the board. When complete, have the children identify the numerals by skipping around the list. 3. Erase the board and call out a number, having the children write it correctly in Roman numerals. 4. Review place values with the class. Use math strips for the Controlled Reader or the Tachistoscope. Flash the number and identify how many thousands, tens, ones, or hundreds in the number that was seen.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Archeologists Archeologists need to know Roman numerals in order to interprete some of the findings in their work. Performance Objectives: The child will tell how archeologists use Roman numerals. Methods: 1. Define the meaning of archeology. 2. Show some pictures of artifacts from the diggings of archeologists. 3. Discuss the purpose of archeology and what we have learned from them.	Concept: One of the standards of character and conduct of Freedom's Code is to make wise use of time and talents. Performance Objectives The child will tell at least one way an archeologist can use his time and talents wisely. Methods: 1. Discuss how an archeologist uses his time. List some of his duties. 2. Discuss and list some of the talents of the children in the room. Discuss how these talents could be used wisely.	Harlandale Audio Visual Center 16 mm films: 16-240 "Ancient Eygpt" 11 minutes in color 16-265 "Ancient Greece" 11 minutes in color 16-241 "Ancient Rome" 10 minutes in color 16-162 "Treasures of the Earth" 11 minutes in color filmstrip with record: 1-64 (PR-368)"Try, Try Again" Little Things That Count Series Education Service Center, Region 20: 8054 "The Fossil Story" 19 minutes in color 4744 "Why People Have Special Jobs" 10 minutes in color Living With Me And Others, Level D, Character Education Curriculum Bilingual 1. Bilingual Dept., H.I.S.D. filmstrip - S-176 Una Visita a un Pueblito 2. Education Service Center Region 20 films - 8803 - Mexico - The Land and the People 8825 - Missions of the Southwest	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numbers and Numeration Development Counting Place Values	The child will be able to perform the following activities: 1. Read and write correctly any given set of multi-digit numerals up to six digits. 2. Correctly describe orally the relationship between any two numbers, based on the comparison of digits of the same place value. 3. Correctly round off any given number to the nearest ten, hundred, thousand or ten thousand. BEST COPY AVAILABLE	Vocabulary: bookkeeper - Tenedor de libros knowledge - conocimiento place value - el valor de los números job - trabajo, empleo Concept: Tenedor de libros Los tenedores de libros necesitan el conocimiento del valor de los números en sus trabajos. Performance Objectives: El alumno dirá como los tenedores de libros usan el valor de los números. Methods: 1. Vean y discutan la película de la oficina y los empleados de una oficina. Hagan una lista de esos trabajadores. 2. Háganle una entrevista a la secretaria escolar acerca de su teneduría de libros de la asistencia y el presupuesto de los fondos escolares. 3. Háganle una entrevista a un tenedor de libros de algun negocio acerca de su empleo. 4. Discutan el valor de los números y como se usan en la teneduría de libros.	1. Review with the students place values from ones to one hundred thousand, using pocket charts and numerals, or writing on a place value chart drawn on the board. 2. Math filmstrips with the tachistoscope can be used as drill material for the children. Flash a number on the screen and ask the children to name how many thousands were in the number, number of tens, ones, ten thousands, hundred thousands, etc. 3. Using the tachistoscope filmstrips or regular filmstrips, or glass slides, show two numbers quickly. Ask the students to tell you which of the numbers had the most tens, hundreds, ones, etc. 4. If the filmstrips are not available, call out the numbers orally or make flashcards about 5½ x 11 with 5" numerals to show quickly and put down and respond as for the exercise above.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Bookkeeper Bookkeepers need the knowledge of place values in their jobs. Performance Objectives: The child will tell how place values are used by bookkeepers. Methods: 1. View and discuss the filmstrip of the office and the workers there. Make a list of those workers. 2. Interview the school secretary about her bookkeeping of the school attendance and the budgeting of school funds. See her records if possible. 3. Interview a bookkeeper from a business firm about her job. 4. Discuss place values and how they are used in bookkeeping.	Concept: One of the standards of character and conduct of Freedom's Code is to live honorably. Performance Objectives The child will tell at least one reason a bookkeeper needs to have a reputation as an honorable person. Methods: 1. Discuss the meaning of honest, honor, and honorable. 2. Discuss why a "good" reputation is necessary in a bookkeeper. 3. Discuss how the students can benefit from trying to live honorably. 4. Discuss the consequences of a bad reputation.	Harlandale Audio Visual Center filmstrip: x-10 "What Are Numbers" Arithmetic, Set I cassette tape with filmstrip: Cas.T-19 "Busy Office, Busy People" Community Helpers Series 16 mm films: 16-296 "Introducing Sets, Numbers, and Numerals" 11 minutes in color 16-607 "Boyhood of Abraham Lincoln" 11 minutes in color 16-608 "Boyhood of George Washington" 11 minutes in color Education Service Center, Region 20: 4469 "Place Values" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-126 Ayudantes para Nuestra Escuela S-151 Como manejar el Dinero S-166 La Gran Ciudad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Number and Numeration Development: Odd and Even Numbers Cardinality Ordinality	The child will be able to perform the following activities: 1. Correctly classify problems into those whose sums will be even numbers and into those whose sums will be odd numbers. 2. Correctly identify ordinality orally to the thirtieth place. BEST COPY AVAILABLE	Vocabulary: band - orquesta director - director even numbers - números de pares odd numbers - números de impares marching - de marcha Concept: Directores de Orquestas de Marcha Los directores de orquestas de marcha necesitan el conocimiento de los números de pares y impares y de los números ordinales en su trabajo. Performance Objectives: El alumno podrá decir como los directores de orquestas de marcha usan la matemática. Methods: 1. Háganle una entrevista a un director de orquesta de marcha sobre su empleo y su educación. 2. Observen la orquesta de marcha de la escuela secundaria en su práctica. 3. Planeen juntos un ejercicio para que la clase lo ponga en obra durante la pausa. Discutan como la matemática (los numeros cardinales y ordinales) se usan en el ejercicio.	1. Review briefly the meaning of odd and even numbers. 2. Number the children in the room or give out numeral flash cards. Play a game of odd and even numbers like Simon says. Have the children hold up the card that represents an odd or even number if Simon says to etc. Any mistakes and they drop out of the game. 3. Make flash cards of ordinal numbers on one side and word numbers on the opposite side (students may assist making these). Make enough so that there will not be more than four to a set of cards. Have the groups working to arrange their set in numerical order first by numbers and then by word symbols.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: MARCHING BAND DIRECTORS Marching band directors need the knowledge of odd and even numbers and ordinality of numbers in their work. Performance Objectives: The child will be able to tell how math is used by marching band directors. Methods: 1. Interview a marching band director about his job and his training for the job. 2. Observe the High School marching band practice. 3. Plan together a drill for the class to perform at break time. Discuss how math (cardinal and ordinal numbers) is used in the drill.	Concept: One of the standards of character and conduct of Freedom's Code is to use talents wisely. Performance Objectives The child will tell at least one way a marching band director could use his talents wisely. Methods: 1. Discuss how the marching band director uses his talents creatively— planning unusual formations for the entertainment of others. 2. View and discuss the films, "Discovering Creative Pattern" and "Discovering Rhythm". 3. Allow students to create something in music or art.	Education Service Center, Region 20 8475 "Discovering Creative Pattern" 17 minutes in color 4019 "Discovering Rhythm" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrips with records - The Four Singers of Guadalajara The Pied Piper of Hamlin	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numbers and Numeration Development: Symbols Making Change	The child will be able to perform the following activities: 1. In a given list of ten pairs of numbers, correctly place the following symbols: >, < or = . 2. Correctly count out change from a ten dollar bill, a five dollar bill and a dollar bill for a given list of pretended purchases. 3. Write correctly at least five designated amounts of money.	Vocabulary: bank - banco duty - deber math - matemática perform - desempeñar skill - destreza teller - computista Concept: Computista de banco Los computistas de bancos necesitan la destreza de matematica para desempeñar sus deberes. Performance Objectives: El alumno mostrará en la pizarra a lo menos un problema matemático que un computista tendría que desempeñar en su trabajo. Methods: 1. Vean, escuchen, y discutan la pelicula del banco. 2. Premita que los alumnos hagan el papel del computista y el cliente haciendo depósitos y retiros. 3. En coro hagan unos problemas matemáticos en la pizarra semejantes a los que hace un computista en su trabajo.	1. Review with the students, greater than, less than and equal to, from previous grades by placing the correct symbol for a list of number pairs written on the board or projected on the board from a transparency. 2. Using play money, practice giving change from a ten dollar bill for an item that cost $7.75, one that cost $2.60, etc. Continue until the children can master it. Then use $5.00 to make change and $1.00 to make change. 3. Practice writing the numerals and symbols for amounts such as these until there is mastery: a. one dollar nineteen cents b. eleven dollars fifty cents c. seven dollars sixty-three cents, etc.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: BANK TELLERS Bank tellers need the skill of math in order to perform their duties. Performance Objectives: The child will demonstrate on the board at least one math problem that a bank teller might have to perform in his work. Methods: 1. View, listen to and discuss the filmstrip of the bank. 2. Role - play a bank teller and a customer making deposits or withdrawals. 3. As a class, work some math problems on the board similar to those of a bank teller in his job.	Concept: Feeling suited to your job brings a feeling of well being. Performance Objectives The child will tell what it means to "feel suited" to a job. Methods: 1. Discuss what it means to "feel suited" to a job. 2. Allow children to talk about what they would like to do when they grow up and why they want to do that. 3. Discuss whether or not they would need talents for what they wish to do.	1. Harlandale Audio-Visual Center: filmstrips - Z-55 "More or Less" Arithmetic, Set 1 Record and filmstrip- PR-366(T-56) "Lets Go To A Bank" Community Helper Series 2. Education Service Center, Region 20 4756 "Values: Understanding Others" 8 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrips - S-151 Como Manejar el Dinero S-167 ¿En Dónde Trabajan los Padres?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BYLINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numbers and Numeration Development: Multiples Skip Counting Negative Numbers	**The child will be able to perform the following activities:** 1. Identify multiples of at least five given numbers involving numbers less than one hundred by circling, or underlining, with different colors the correct numbers in a given series. 2. Correctly explain at least one use of negative numbers.	Vocabulary: master - saber o ejecutar con maestría mathematician - matemático Concept: Matemático Los matemáticos necesitan saber con maestría todo lo de la matemática. Performance Objectives: El alumno podrá decir a lo menos de una razón por que los matemáticos necesitan destrezas de matemática. Methods: 1. Vean y discutan la película de multiplicación. 2. Con la ayuda de los alumnos compile una lista de las destrezas matemáticas que necesita saber un profesor de matemáticas 3. Discutan la lista mencionada en #2 y permita que los estudiantes marquen aquellas destrezas que ya dominan y las cuales todavia tienen que aprender.	1. Review with the students, skip counting by twos, threes, fours, fives, sixes, sevens, eights, nines and tens. (Use the number line if needed.) 2. Make a duplicating sheet of a hundred chart. Have the students circle all the multiples of three in red; of four in blue; of five in orange; of six in green, etc. 3. When the above activity is completed. Ask the students to give a number sentence for one of the circled numbers. Example: 36 Sentences possible: 3 x 12, 12 x 3, 9 x 4, 4 x 9, 6 x 6, etc. 4. Review negative numbers on the number line, making addition and subtraction problems using positive and negative numbers. 5. Use water, ice, salt, dry ice, a beaker, and a thermometer to have the students experiment reading lowering temperatures (hopefully to 0 or below). Note how low the laboratory thermometer could read. 6. View and discuss films.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: MATHEMATICIAN Mathematicians need to master all the skills of math. **Performance Objectives:** The child will be able to tell at least one reason why mathematicians need math skills. **Methods:** 1. View and discuss the filmstrip of Multiplication. 2. Have students help in compiling a list of math skills that a math teacher would need to know. 3. Discuss the list above and have the students check for themselves the skills they have already mastered and those they need to learn or improve upon.	**Concept:** A feeling of well-being can come from being challenged intellectually — mastering an area of knowledge. **Performance Objectives** The child will be able to tell the meaning of "challenged intellectually". **Methods:** 1. Discuss the meaning of "challenged intellectually" and "mastering an area of knowledge". 2. Discuss whether a math teacher would be able to help them with math without knowing math skills. 3. Discuss whether or not anyone could do a good job without knowledge of the work.	1. Harlandale Audio-Visual Center: filmstrip - X-14 "Multiplication and Division" Arithmetic, Set 1 2. Education Service Center, Region 20 4089 "Brushing Up On Multiplication" 11 minutes in color 8326 "Positive and Negative Numbers" 16 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numbers and Numeration Development: Multiplication	**The child will be able to perform the following activities:** 1. Correctly state orally and in writing the common factors of two or more given products involving numbers less than one hundred. 2. Correctly state, in writing, at least two factors each for ten given numbers.	Vocabulary: internal revenue agent - empleado de aduana income tax - impuesto sobre la renta Concept: Empleado de Aduana Los empleados de aduana necesitan las destrezas de matemática para desempeñar sus deberes. Performance Objectives: El alumno contará a lo menos de una destreza de matemática que usa un empleado de aduana. Methods: 1. Háganle una entrevista a un empleado de aduana acerca de su trabajo y su educación. 2. Examinen una forma del impuesto sobre la renta. Con la ayuda de los alumnos llene una forma con nombre, sueldo, y gastos imaginarios. 3. Permita que los alumnos ayuden a hacer una lista de las destrezas matemáticas que se usan en los impuestos sobre la renta	1. Divide the room into two or more teams. Give each team at least ten products. Have them write as many factors as possible for these products in a given amount of time. Check to see which group has the most correct answers. 2. Have a fact race. Divide the class into two teams. Show a multiplication fact. If you get an immediate correct response, that side gets a point, if not, the other side gets a chance. See which team can get the most points. 3. Make a duplicated sheet of facts with the answers separated. Draw a line to join the factors with the correct product. Examples: 4 x 9 — 56 6 x 8 — 48 7 x 6 — 36 8 x 7 — 42 5 x 9 — 36 6 x 6 — 21 7 x 3 — 45

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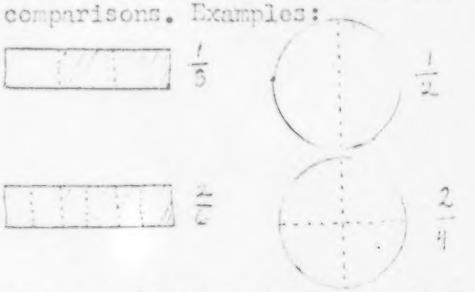
CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: INTERNAL REVENUE AGENT Internal Revenue Agents need the skills of math in order to perform their duties. **Performance Objectives:** The child will tell about at least one math skill used by an internal revenue agent. **Methods:** 1. Interview an internal revenue agent about his work and his training for his work. 2. Examine an income tax form. With the student's help fill out a form with a mythical name, salary, and expenses. 3. Have students help make a list of some of the math skills involved in income taxes.	**Concept:** One of the standards of character and conduct of Freedom's Code is to be just. **Performance Objectives** The child will be able to tell what it means to be just. **Methods:** 1. Have students look up "just" in the dictionary and define in their own words what it means to be just. 2. See Unit 3, p. 41 of Living With Me and Others, Level D, for other teaching suggestions for "Be Just". 3. Discuss the records and filmstrips, "Who Do You Think You Are?" and "What Do You Expect of Others?"	1. Harlandale Audio-Visual Center: filmstrips - X-14 "Multiplication and Division" Arithmetic, Set 1 X-24 "Zero In Multiplication" Adventure with Number Series N- 9 "Playing Fair" Guidance Stories Records with filmstrips - PR-502 "Who Do You Think You Are?" PR-500 "What Do You Expect of Others?" 2. Education Service Center, Region 20 Teacher Training Film - 2291- "Multiplication and It's Properties" 30 minutes in color 4727- "Why We Have Taxes" 10 minutes in color 3. Living With Me and Others, Level D, Character Education Curriculum.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Numbers and Numeration Development: Fractional parts Equivalent fractions	**The child will be able to perform the following activities:** 1. Demonstrate, by drawings or using cut-out patterns of shapes, that congruent fractional parts can be named by more than one fraction, and name those demonstrated. 2. Correctly give at least one equivalent fraction for each of the following orally: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{9}$, $\frac{3}{18}$, $\frac{2}{14}$, $\frac{5}{20}$, $\frac{7}{21}$, $\frac{8}{12}$ BEST COPY AVAILABLE	Vocabulary: draftsman - diseñador, dibujador designer - proyectista, diseñador constructor - constructor, el que construye Concept: Diseñador Los diseñadores necesitan las destrezas de matemática para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos una destreza matemática que usa un diseñador. Methods: 1. Háganle una entrevista a un diseñador acerca de su empleo y su instrucción. 2. Examinen material preparado por un diseñador si es posible. 3. Discutan como el diseñador es el que une al proyectista de un edificio o producto y los constructores. El convierte los planes a planos exactos enseñando dónde cada perno, viga, elevación, etc. pertenece para que el producto final sea construído como fue planeado.	1. Demonstrate, using a flannel board or magnetic board and cut-outs of shapes to show fraction comparisons. Examples:  2. By using fractional charts, find equivalent of; $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{2}{3}$, $\frac{1}{6}$, $\frac{1}{7}$, etc. 3. Review the meaning of the numerator and denominator and the relationship of the two. Examples: In $\frac{1}{2}$, the denominator is twice the numerator; in $\frac{2}{4}$, the denominator is twice the numerator; in $\frac{1}{4}$, the denominator is four times the numerator; in $\frac{2}{8}$, the denominator is four times the numerator. Examples: $\frac{1}{2} = \frac{2}{4}$ $\frac{1}{4} = \frac{2}{8}$

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: DRAFTSMEN Draftsmen need the skills of math in order to perform their duties.	**Concept:** Being able to provide a service for others gives a feeling of well-being.	1. Harlandale Audio-Visual Center filmstrips - X-17 "Meaning of Fractions" X-18 "Working with Fractions" Arithmetic, Set II X-26 "Dividing a Whole Number by a Fraction" Adventures with Numbers Series 2. Education Service Center, Region 20 4444 "Our Class Works Together" (Character Education) 11 minutes in color.	
Performance Objectives: The child will name at least one math skill used by a draftsman.	**Performance Objectives** The child will tell at least one service a draftsman could provide.	**Bilingual** Bilingual Dept., H.I.S.D. filmstrips - S-154 Otros Trabajadores de la Comunidad S-166 La Gran Ciudad S-167 ¿ En Dónde Trabajan los Padres? S-169 Como la Gente se Gana la Vida	
Methods: 1. Interview a draftsman about his work and his training. 2. Examine material prepared by draftsmen if possible. 3. Discuss how the draftsman is the link between the designer of a building or product and the workers who produce it. He converts the plans into exact plans showing where every bolt, beam, elevation etc., will go so workers can construct the final product exactly as planned.	**Methods:** 1. Discuss some of the qualifications of a draftsman: ability to see objects in his mind's eye and reproduce them on paper; have steady hands; good eyesight, and the ability to concentrate for long periods of time. 2. Discuss how a draftsman has been a service to us. Make a list of things at school and at home that was produced from a draftsman's plans.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operations and their Properties Addition Subtraction Estimating	The child will be able to perform the following activities: 1. Add correctly any given number of two-, three-, four-, and five-digit numbers with two, three, four, and five addends, with or without re-grouping. 2. Subtract correctly any given number of two-, three-, four-, and five-digit number problems, with or without re-grouping. 3. Estimate correctly the sums or differences in tens hundreds, or thousands for a given set of problems.	Vocabulary: banker - banquero, cambista money - dinero Concepts: Banqueros Los banqueros necesitan las destrezas de matemática para desempeñar sus empleos. Performance Objectives: El alumno usará a lo menos dos destrezas que usan los banqueros en su trabajo. Methods: 1. Vean y discutan la película, "El Banquero". 2. Con la ayuda de los alumnos haga una lista de los deberes de los banqueros. 3. Discutan las destreza matemáticas que usan los banqueros y úsenlos en la pizarra. 4. Discutan si a los alumnos les gustaría poner su dinero en el banco si los trabajadores de este lugar no sabían destrezas matemáticas o no.	1. Demonstrate to the children the process of re-grouping problems. Example: 3,205 1,803 3,685 3000 + 200 + 70 + 5 1000 + 800 + 00 + 3 2000 + 600 + 70 + 5 6000 +1800 +200 +13 6000 +(1000 + 800) + 200 +(10 + 3) 6000 + 1000 + 800 +(10 + 3) 7000 + 800 +(10 + 3) 7000 + 810 + 3 7813 Continue until the process and place values are clearly understood in addition and subtraction. 2. Demonstrate the short form of addition and subtraction with two or more addends. 3. Using two addends make estimates of answers. Examples: 525 + 315 (The answer will be in thousands) 76 + 83 (The answer will be in hundreds) 9 + 6 (The answer will be in tens) 70 + 20 (The answer will be in tens) 825 - 315 (The answer will be in the hundreds)

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: BANKER Bankers need the skills of math in order to perform their jobs. **Performance Objectives:** The child will use at least two math skills used by bankers in their work. **Methods:** 1. View and discuss the filmstrip, "The Banker". 2. With the help of the students make a list of duties of bankers. 3. Discuss the math skills used by bankers and use them on the board. 4. Discuss whether or not the students would like to place their money in the bank if the bank's workers did not know math skills.	**Concept:** One of the standards of character and conduct of Freedom's Code is to stand for truth. **Performance Objectives** The child will tell at least one reason why a banker needs to "stand for truth". **Methods:** 1. View and Discuss the filmstrip, "Honesty". 2. Discuss why bankers need to be honest. 3. Discuss whether or not the students would like to place their money in a bank if the workers were dishonest.	1. Harlandale Audio-Visual Center filmstrips - X-5 "Addition and Subtraction Concepts" Work and Play With Number Series X-12 "Addition and Subtraction,1" "Addition and Subtraction,2" Arithmetic, Set I AA-8 "The Banker" Our Neighborhood Worker Series N-21 "Honesty" Character Building Series 2. Education Service Center, Region 20 8280 "Money In the Bank" 15 minutes in color **Bilingual** **Bilingual Dept., H.I.S.D.** **filmstrips -** S-151 Como Manejar el Dinero #629 Mexico City	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operations and their Properties Rational Numbers Decimal Fractions	The child will be able to perform the following activities: 1. On a given number of problems, correctly add and subtract rational numbers expressed as fractions having like, unlike and related, and unlike and unrelated denomination. 2. On a given number of problems, correctly add and subtract decimal fractions involving tenths, hundredths, and thousandths. BEST COPY AVAILABLE	Vocabulary: computer - calculador programmer - la persona que somete la información a un calculador Concepts: Calculadoras Las personas que someten la información a los calculadores necesitan saber las destrezas de matemática para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos 2 destrezas matemáticas que usan los calculadores en su trabajo. Methods: 1. Discutan el disco y la película de la persona que somete información a los calculadores. 2. Con la ayuda de los alumnos ponga una lista de los deberes de los que someten información a los calculadores. 3. Discutan las destrezas matemáticas que usan estos trabajadores.	1. Using a flannel board, magnetic board or overhead projection, show whole objects separated into parts. Have the students put the parts together to show addition of fractions, or separate some to show subtraction. Examples: Like denominators: $\frac{1}{5} + \frac{2}{5} =$ Unlike but related denominators: $\frac{1}{2} + \frac{1}{4} =$ Unlike and unrelated denominators: $\frac{2}{3} + \frac{1}{4} =$ 2. Write some decimal fractions as fractions. Add or subtract some problems using decimal fractions and then as common fractions: $\begin{array}{r} .2 \\ +\ .5 \\ \hline .7 \end{array}$ or $\frac{2}{10} + \frac{5}{10} = \frac{7}{10}$ $\begin{array}{r} .27 \\ +\ .62 \\ \hline .89 \end{array} = \frac{27}{100} + \frac{62}{100} = \frac{89}{100}$ $\begin{array}{r} .216 \\ -\ .106 \\ \hline .110 \end{array} = \frac{216}{1000} + \frac{106}{1000} = \frac{110}{1000} = \frac{11}{100}$

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: COMPUTER PROGRAMMERS Computer programmers need the skills of math in order to perform their duties. **Performance Objectives:** The child will name at least two math skills used by computer programmers in their work. **Methods:** 1. Discuss the record and filmstrip about computer programmers. 2. List on the board with students' help, the duties of computer programmers. 3. Discuss the math skills used by computer programmers.	**Concept:** Liking the work you do brings about a feeling of well-being. **Performance Objectives** The child will tell at least one reason for feeling good about a job. **Methods:** 1. Read and discuss the story, "Billy's New World", p.126-134 in Values To Learn. Discuss how Billy's attitude changed when he became informed about his new home. 2. Discuss the fact that many people are afraid of new things but they can enjoy those things when they become well acquainted or skilled in a performance.	1. Harlandale Audio-Visual Center Record and filmstrip - PR-720(BB-1) "My Dad - The Computer Programmer" What Does Your Daddy Do Series L-96(PR-517) "All Kinds of Feelings" Who Am I Series filmstrips - X-18 "Working With Fractions" X-19 "Decimal Fractions" Arithmetic, Set II N-44 "Enjoying Today" Developing Your Personality Series 2. Values To Learn, The Human Values Series, Stech-Vaughn Company. **Bilingual** Bilingual Dept., H.I.S.D. filmstrips - S-154 Otros Trabajadores de la Comunidad S-166 La Gran Ciudad S-168 ¿En Dónde Trabaja Mamá?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operations and their Properties Multiplication Division	The child will be able to perform the following activities: 1. Solve correctly any given division equations by relating multiplication to division. 2. Correctly multiply any given two-, three-, four-, and five-digit numbers by one-, two-, and three-digit numbers, with or without re-grouping. 3. Correctly divide any given three-to six-digit numbers by one- and two-digit numbers, with or without remainders, with or without re-grouping.	Vocabulary: accountant - contador certified - certificado, afirmado public - público Concept: Contadores Públicos Los contadores públicos necesitan destrezas de matemáticas para desempeñar sus trabajos. Performance Objectives: El alumno podrá nombrar a lo menos 2 destrezas de matemáticas que usan los contadores públicos. Methods: 1. Háganle una entrevista a un contador público acerca de su empleo y su educación para el empleo. Pregúntenle como usa la matemática en su trabajo. 2. Con la ayuda de los alumnos ponga una lista de las obligaciones de un contador público.	1. Have the students group objects to show the multiplication operation, and show the relation of division to multiplication. x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x x 5 sets of 4 6 sets of 5 5 x 4 = 20 6 x 5 = 30 20 ÷ 4 = 5 30 ÷ 5 = 6 20 ÷ 5 = 4 30 ÷ 6 = 5 2. Multiply by re-grouping: Example: 4 x 53 = 4 x (50 + 3) = (4 x 50) + (4 x 3) = 200 + 12 = 212 4. Divide problems using repeated subtraction. Examples: 779 8 55[illegible] r.33 7)5,453 or 7 5453 80)68,[illegible] 4,900 4900 700 64,[illegible] 553 553 4,[illegible] 490 490 70 4,[illegible] 63 63 753 63 63 9 720 0 0 779 33

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: CERTIFIED PUBLIC ACCOUNTANTS Certified public accountants need the skills of math in order to perform their jobs. **Performance Objectives:** The child will be able to name at least two math skills used by a certified public accountant. **Methods:** 1. Interview a certified public accountant about his job and his training for his job. Ask him how he uses math skills in his work. 2. With the students' help, list on the board some of the duties of the certified public accountant.	**Concept:** Accepting our responsibilities is an admirable quality of character development. **Performance Objectives** The child will tell at least one way he could accept responsibity at school. **Methods:** 1. Define responsibility and discuss some ways we can accept responsibility. 2. Read and discuss the story, "Carl's Cowboy Costume" p. 29-33 in Values to Learn. Discuss how Carl felt when he was not ready to accept his responsibility, and why he decided to change.	1. Harlandale Audio-Visual Center filmstrips - X-14 "Multiplication and Division" Arithmetic, Set I X-23 "Two Figure Divisors" Adventure with Numbers 2. Education Service Center, Region 20 4058 "Beginning Responsibility" 11 minutes in color 3. Values To Learn, Human Values Series, Steck-Vaugh Company. **Bilingual** Bilingual Dept., H.I.S.D. filmstrip - S-151 Como Manejar el Dinero S-166 La Gran Ciudad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Operations and their Properties Averaging	The child will be able to perform the following activities: 1. Explain in his own words the meaning of average. 2. Demonstrate correctly on the chalk board at least one way to get an average.	Vocabulary: research analyst - analizador de escudriñamiento scientific - científico Concept: Analizador de escudriñamiento Los analizadores de escudriñamiento necesitan las destrezas de la matemática para desempeñar sus deberes. Performance Objectives: El alumno contará de a lo menos una cosa en la cual un analizador de escudriñamiento usa destrezas matemáticas. Methods: 1. Hágale una entrevista a un analizador de escudriñamiento, preguntándole acerca su trabajo, su educación, y el uso de la matemática en su trabajo. 2. Con la ayuda de los alumnos haga una lista de la información que estos analizadores nos han conseguido — los resultados de escudriñamiento científico, las opiniones acerca de productos, etc. 3. Discutan como usa la matemática.	1. Discuss where the children have heard of averages - average attendance, average temperture, average rainfall, grade average, etc. 2. Show two ways to get an average. List all of the room's test grades on the board. Have the students arrange the figures from highest to lowest. Find the grade in the middle or nearest the middle for average. Then add all the figures together and divide by two in order to get the average. Compare the two ways to average. Discuss whether the average is low, high, or "about average". Discuss why they think of it is low, high, etc., and how they can improve. 3. Used drill tape, "Finding Averages". Listen and follow directions on the tape.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: RESEARCH ANALYST Research analysts need the skills of math in order to perform their duties. Performance Objectives: The child will tell at least one thing in which a research analyst uses math skills. Methods: 1. Interview a research analyst about his work and his training for his work; ask him about how he uses math skills in his job. 2. With the help of the students make a list of information that research analysts may have compiled for us - scientific research results, opinion polls about products, etc. 3. Discuss how he uses math skills.	Concept: One of the standards of character and conduct of Freedom's Code is to provide security for self and dependents. Performance Objectives The child will, in his own words, tell what it means to "provide security". Methods: 1. See Freedom's Code manual p. 41-43 for teaching suggestions. 2. Discuss whether research analysts are able to provide security for self and dependents with their work. 3. Discuss o her jobs that provide security for self and dependents.	Harlandale Audio-Visual Center filmstrips - N-31 "Responsibility" Conduct and Behavior N-11 "Sticking to Your Job" Guidance Stories N-45 "Leaders and Followers" Encyclopedia Britanica Films Drill tapes - #8 "Finding Averages" from Problem Solving Tapes	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Measurement	The child will be able to perform the following activities: 1. Correctly write the instrument used to measure each of the following: mass, length, volume, area, temperature, and time. 2. Correctly measure the following and record it in writing: a. present time b. room temperature c. a given line segment in feet and inches d. a given line segment in centimeters e. weight of a given object f. diameter of a given circle g. area of a given two dimensional region	Vocabulary: physics - física, la naturaleza y las propiedades de los cuerpos science - ciencia scientist - persona versada en la ciencia Concept: Maestros de física Los maestros de física necesitan las destrezas de la matemática para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos un uso de la matemática en la física. Methods: 1. Definen "física" y discutan por que necesitamos la ciencia física. 2. Vean y discutan una película de una persona versada en la ciencia. Hagan una lista de los deberes de esta persona. 3. Discutan las destrezas matemáticas que los maestros de física necesitan para desempeñar su trabajo.	1. Discuss the following measuring devices: balance scale, spring scale, ruler for inches, ruler for centimeters, clocks, stop watches, yard sticks, tapes, thermometers, and speedometers. Examine and use as many of the above as are available. 2. Discuss which of the above instruments would be best to measure weight, time, speed, long distance, short lines, large areas, heat or cold, etc. 3. Choose at least three students to weigh any given object and tell their findings. Compare answers. Discuss whether even more people could get the same measurements, why or why not.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: PHYSICS TEACHERS Physics teachers need the skills of math in order to perform their duties. **Performance Objectives:** The child will name at least one use of math in the field of physics. **Methods:** 1. Define physics and why we need the science of physics. 2. Have students view and discuss the filmstrip of the scientist. Make a list of duties of scientists. 3. Discuss the math skills that physics teachers need to perform their work.	**Concept:** One of the standards of character and conduct of Freedom's Code is to use time and talents creditably. **Performance Objectives** The child will tell what it means to make better use of his time and talents. **Methods:** 1. See Living With Me and Others, Level D, p. 71-85 for teaching suggestions. 2. Discuss the talents needed in order to be a physicist, or a physics teacher. 3. Discuss how the students can use their time and talents creditably.	Harlandale Audio-Visual Center filmstrips- X-19 "Decimal Fractions" X-20 "Measurement" X-21 "Telling Times" Arithmetic, Set II C-80 "The Scientist, His Way, Your Way" Science for Better Living filmstrips and record - L-93(PR-514) "Nothing Is Something To Do" Who Am I Series drill tape - #10 "Working With Measures" Problem Solving Tapes	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Measurement: Perimeter Radius Diameter Area	The child will be able to perform the following activities: 1. Correctly find the perimeter of at least two given polygonal regions and write it. 2. Correctly find and write the radius and the diameter of at least two given circles. 3. Correctly demonstrate a procedure for finding the area of each of the following: a. a rectangle b. a parallelogram c. a triangle	Vocabulary: architect - arquitecto to build - construir Concept: Arquitectos Los arquitectos necesitan la destreza matemática para desempeñar sus deberes. Performance Objectives: El alumno dirá de a lo menos una manera en la cual un arquitecto usa la matemática. Methods: 1. Vean y discutan películas de la construccion de casas. Discutan como esto es una clase de arquitecto. 2. Háganle una entrevista a un arquitecto acerca de su empleo y la educacion necesaria. 3. Discutan las destrezas de matematica que usa el arquitecto que diseña casas.	1. Define the meaning of perimeter, circumference and area. 2. Discuss with the student how to find the perimeter of a square, a triangle, and a rectangle. Discuss what means could best be used - a string, a tape measure, a ruler, or what? 3. Give the students ditto sheets of polygonal figures and have them use rulers to measure in inches and in centimeters the sides of each polygon figure and add the sums. 4. Discuss how circles can be measured by the radius or diameter. Using compasses, have the student draw circles using a one inch radius, a two inch radius.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: ARCHITECTS Architects need the skill of math in order to perform their duties. Performance Objectives: The child will tell at least one way an architect uses math. Methods: 1. View and discuss the filmstrips of building houses. Discuss how this is one type of architect. 2. Interview an architect about his job and his training for his job. 3. Discuss what math skills are used by the architect who designs houses.	Concept: One of the standards of character and conduct of Freedoms's Code is to provide security for self and dependents. Performance Objectives The child will tell at least one thing that gives him a feeling of security. Methods: Read and discuss the story, "The Riches of the Princess" p. 152-158, Values We Learn. Discuss what it took to make the Princess happy. Was it money or love and attention? Discuss what the old couple at the edge of the forest did to provide security for themselves, and were they happy? What was the moral of this story?	1. Harlandale Audio-Visual Center filmstrip - BB-98 "Building House Community Series Agriculture and Industry AA-80 "How It Started" The Story of Building a House Series 2. Education Service Center, Region 20 2043 "Donald Duck In Mathmagic Land" 26 minutes in color 4399 "Measurement" 11 minutes in color 4564 "Story of Measuring Time" 11 minutes in color 3. Values We Learn, The Human Values Series, Steck-Vaughn Company Bilingual 1. Bilingual Dept., H.I.S.D. filmstrips - S-154 Otros Trabajadores de la Comunidad S-167 ¿En Dónde Trabajan los Padres? Northern Mexico and The Central Highlands 2. Education Service Center Region 20 film - 8825 Missions of the Southwest	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Mathematical Sentences: Problem Solving	**The child will be able to perform the following activities:** 1. Correctly construct mathematical sentences to describe any five given word problems involving addition or subtraction. 2. Correctly construct mathematical sentences to describe any five given word problems involving multiplication or division **BEST COPY AVAILABLE**	Vocabulary: supermarket - supermercado worker - trabajador Concept: Los trabajadores de supermercados necesitan las destrezas matemáticas para cumplir con sus deberes. Performance Objectives: El alumno dirá a lo menos de una manera en que los trabajadores de supermercados usan la matemática. Methods: 1. Vean y discutan la película del "Centro Comercial" y el "Supermercado". 2. Con la ayuda de los alumnos haga una lista de todos los trabajadores en las dos películas. Discutan los deberes de los trabajadores. 3. Discutan las maneras en que los trabajadores usan destrezas matemáticas.	1. Use math drill tapes for problem solving. Listen and work orally or on the board as a group, or write on own paper and check own answers with tape and teacher's help, if needed. 2. Locate duplicating sheets of story problems and missing addends, missing subtrahends, and missing divisors or dividends in math workbooks from Hayes, or Continental or other duplicating materials companies. 3. Make original story problems and solve them. Allow each child to make one or more problems and exchange them to solve.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: SUPERMARKET WORKER Supermarket workers need math skills in order to perform their duties. Performance Objectives: The child will tell at least one use of math skills by the supermarket workers. Methods: 1. View and discuss the filmstrip of the "Shopping Center" and the "Supermarket" 2. With the students' help list all the workers seen in the two filmstrips. Discuss the duties of the workers. 3. Discuss the ways the workers use math skills.	Concept: One of the standards of character and conduct of Freedom's Code is to be honest. Performance Objectives The chill will tell why he thinks a supermarket worker must be honest. Methods: 1. View and discuss the filmstrips, "Honesty" and "Promises are Made to Keep" 2. Discuss the needs of supermarket workers being honest and what might happen if they were dishonest. 3. Find synonyms and antonyms for honesty.	Harlandale Audio-Visual Center Drill tapes #3 "Using Addition and Subtraction" #6 "Using Multiplication and Division" Problem Solving Tapes filmstrips - CC-39 "The Shopping Center" Families and Services CC-54 "My Dad Works In a Supermarket" Fathers Work Series N-21 "Honesty" Character Building N-43 "Promises are Made to Keep" Developing Your Personality Series filmstrip and records CC-71 (PR-766) "Supermarket Workers" The Wonderful World of Worker Series Bilingual Bilingual Dept., H.I.S.D. filmstrips - S-165 Las Afueras de la Ciudad S-166 La Gran Ciudad S-167 ¿ En Dónde Trabajan los Padres? S-186 Comestibles del Campo # 6 Markets and Shopping M-MS-60	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Mathematical Sentences	**The child will be able to perform the following activities:** Correctly solve any ten given equations using multiplication or division when the unknown is either- a. the product b. the quotient c. neither the product nor the quotient	Vocabulary: mathematics - matemáticas teacher - maestro, profesor Concept: Profesores de Matemáticas Los profesores de matemáticas necesitan el conocimiento y las destrezas de matemáticas para desempeñar sus deberes. Performance Objectives: El alumno dirá a lo menos de cuatro destrezas matemáticas que un profesor de matemáticas tendría que saber para desempeñar su trabajo. Methods: 1. Vean y discutan las películas sobre la escuela y la maestra. 2. Con la ayuda de los alumnos haga una lista de las obligaciones de maestros que se enseñan en la película. Añade otros que los alumnos sepan. 3. Discutan como los maestros de matemáticas necesitan saber las destrezas matematicas para enseñárselas a los alumnos. Deje que los alumnos hagan una lista de todas estas destrezas que ya saben con maestría.	1. Have math relay to review multiplication facts and the related division facts. 2. Give timed tests on multiplication or division facts. 3. Use multiplication and division drill records to try to beat the "Number Kids" giving the answers, then write answers to the test at the end of the record and check own answers to the record. Drills may continue until the children achieve mastery of the facts. 4. Play "What's My Rule" using multiplication and division facts. Example:

(A×B)	72	24	36	24	-	-	-	-	-	-	-
(A×B÷2)	34	20	30	28							
A	9	6	3	12	0	15	9	1	21	30	
B	8	4	12	2	20	6	10	2	*	4	
(B÷2)	4	2	6	1	-	-	-	-	-	-	-
A÷3)	3	2	1	4	-	-	-	-	-	-	-

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: MATHEMATICS TEACHERS Mathematics Teachers need the knowledge and skills of mathematics in order to perform their duties. **Performance Objectives:** The child will tell at least four math skills a math teacher would have to know in order to perform her job. **Methods:** 1. View and discuss the filmstrips about the school and the teacher. 2. With the students help, list the duties of teachers as seen in the filmstrips. Add others from their own observation. 3. Discuss math teachers' needs-to-know math skills in order to teach them to the students. Have the students make a list of all the math skills they have already mastered.	**Concept:** One of the standards of character and conduct of Freedom's Code is to help others. **Performance Objectives** The child will tell at least one way a math teacher can be helpful. **Methods:** 1. View and discuss the filmstrip, "Thoughtfulness" and the film, "Kindness to Others". 2. Role-play a math teacher, who is kind, helping a student with problem solving in math. 3. Role-play a math teacher, who is not kind, helping a student who is having math problems.	Harlandale Audio-Visual Center Drill tapes - #7 "Choosing the Correct Operation" #9 "Writing a Question For Each Problem" Problem Solving Tapes **filmstrip** with record - T-51 (PR-361) "Let's Go to a School" Community Helpers Series BB-86 "The Teacher" School Series: Our School Workers filmstrip - N-25 "Thoughtfulness" Character Building Series 16 mm film - 16-89 "Kindness to others" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Charts, Graphs, and Tables	The child will be able to perform the following activities: 1. Correctly interpret orally at least one example of each of the following types of charts or graphs: a. number line b. pictograph c. bar graph d. line graph 2. Correctly identify orally and name the following parts of a given graph: title, scale, axes, and point of origin. 3. Correctly construct a chart or graph of his choice to record data of his own collecting.	Vocabulary: business - negocio manager - director Concept: Directores de negocios Los directores de negocios necesitan destrezas matemáticas para cumplir con sus deberes. Performance Objectives: El alumno contará acerca de a lo menos una destreza matemática que usa un director de negocio. Methods: 1. Vean y discutan películas de la fabrica y aquellas de la economía. 2. Discutan como todos los negocios grandes necesitan directores y algunos de los deberes de éstos. 3. Discutan las destrezas matemáticas que usan los directores de negocios.	1. Make a collection of at least one of each of the following charts for the students to examine and to locate information: numberline, pictograph, bar graph, and line graph. 2. Overhead transparencies may be made of each of the above charts or graphs to project and study together, and make comparisons of the different ways of giving information. 3. Learn the vocabulary of charts and graphs. Children may look up the definitions in the dictionary for: title, scale, axes, and point of origin. 4. Make one of each of the four charts or graphs studied from given information or from information gathered by the student.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: BUSINESS MANAGERS Business managers need the skills of math in order to perform their duties **Performance Objectives:** The child will tell about at least one math skill used by businessmen. **Methods:** 1. View and discuss the filmstrips of the factory and those on economics. 2. Discuss how business managers are needed by all large businesses and what some of their duties are. 3. Discuss the math skills used by business managers.	**Concept:** Doing work of value to society gives a feeling of well-being. **Performance Objectives** The child will name at least one thing a business manager does to help society. **Methods:** 1. Discuss how business managers help society in general. 2. Discuss how we could do something to help others in our society. 3. Collect newspaper, or magazine articles about people who have done things for society.	1. Harlandale Audio-Visual Center filmstrips - CC-53 "My Dad Works In A Factory" Father Work Series records with filmstrips - PR-711 "Economics: Supply and Demand" PR-713 "Economics: Destribution of Goods" PR-714 "Economics: Money and Barter" Economics in the Home, School and Community 2. Education Service Center Region 20 4226 "Graphing Linear Equations" 11 minutes in color 8203 "Introducing Graphs" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip - S-165 Las Afueras de la Cuidad S-166 La Gran Cuidad S-168 ¿ En dónde Trabaja Mama? S-169 Como la Gente se Gana la Vida S-185 Lo Que Una Ciudad Fabrica	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geometry	**The child will be able to perform the following activities:** 1. Correctly draw or describe orally at least one of each of the following geometric shapes: circle, triangle, square, rectangle, and ellipse. 2. Draw at least one of each of the following angles: acute, obtuse, and right. 3. From a group of at least ten geometric shapes both small and large correctly classify those having acute angles, those having right angles and those having neither of the angles.	Vocabulary: artist - artista commercial - comercial, comerciante Concept: Los artistas comerciales necesitan las destrezas matemáticas para cumplir con sus deberes. Performance Objectives: El alumno nombrará a lo menos 3 destrezas matemáticas que usan los artistas comerciales. Methods: 1. Vean y discutan las películas del arte. 2. Háganle una entrevista a un artista comercial acerca de su empleo y su educación. 3. Coloquen dibujos y fotos de revistas de artistas comerciales y examínenlos. 4. Discutan las clases de artistas comerciales — los que anuncian en televisión, revistas, periódicos, libros, etc.	1. Use a compass, protracter, and ruler to make: a. circles - 1", 3" radius b. triangles - equalateral, isosceles, and right c. squares - 1" and 2" d. rectangles - 3" x 5" and 1" x 2" e. ellipse - 3" x 4" 2. Define the meaning of the following angles: acute, obtuse, and right. 3. Practice drawing three types of angles, using the protracter and ruler. 4. Hunt for objects in the room with acute, right or obtuse angles. Or hunt for pictures in old magazines showing angles and outline the angles in the pictures. Examples: red for right angles, blue or green for acute angles and orange for obtuse. 5. View and discuss the film, "Introducing Lines, Shapes and Angles".

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: COMMERCIAL ARTISTS Commercial artists need the skills of math in order to perform their duties. **Performance Objectives:** The child will name at least one math skill used by commercial artists. **Methods:** 1. View and discuss the art filmstrips. 2. Interview a commercial artist about his job and his training for his job. 3. Locate illustrations and pictures in magazines (work of commercial artists) and examine them. 4. Discuss the many types of commercial artists - those for advertizing on television, magazines, newspapers, books, etc.	**Concept:** Providing for the esthetic enjoyment of others is one way of using talents. **Performance Objectives** The child will tell the meaning of providing esthetic enjoyment for others. **Methods:** 1. Define esthetic enjoyment. Allow the students to tell about something they like the most that is supplied by another person — picture, painting, sculpture, etc. 2. Discuss how it would be to have books without illustrations or cartoons, etc.	1. Harlandale Audio-Visual Center filmstrips - V-27 "Lines" V-28 "Shapes" V-29 "More Shapes" V-30 "Solid Shapes" Elements of Art Series V-14 "We Print Designs and Pictures" Art In Our Classroom Series V-34 "Printing a Picture" Classroom Crafts 16 mm film - 16-297 "Introducing Shapes, Lines and Angles" 11 minutes in color 2. Education Service Center, Region 20 4311 "Introducing Shapes, Lines and Angles" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Geometry	**The child will be able to perform the following activities:** 1. Correctly construct a given sized circle using a compass. 2. Correctly construct a perpendicular line using a compass and a ruler. 3. Correctly construct a perpendicular line using a protractor and a ruler. 4. Correctly name and draw at least five different given angles, using a protractor. 5. Correctly bisect at least five given angles correctly using a compass, protractor and a ruler.	Vocabulary: map - mapa map-maker - cartógrafo Concept: Cartografos Los cartógrafos necesitan las destrezas de matemáticas para cumplir con sus deberes. Performance Objectives: El alumno nombrará a lo menos una destreza de matemática que se usa en la hechura de mapas. Methods: 1. Vean y discutan las películas sobre mapas. 2. Háganle una entrevista a un cartógrafo si es posible. (Más de todos los departamentos de proyecto de las ciudades tienen cuando menos un cartógrafo). 3. Examinen una variedad de mapas y vean la clase de información que cada uno surte. 4. Discutan las destrezas de matemáticas que se usan en la hechura de mapas.	1. Have the students practice drawing circles of various sizes with a compass. For those that wish - make a design of overlapping circles. 2. Demonstrate drawing a perpendicular line using a compass and ruler. Then demonstrate drawing one using the protractor. Have students practice these methods, helping when necessary. 3. Have children practice drawing angles of different degrees after demonstrating how to read and use the degrees on the protractor. 4. Demonstrate bisecting the angles already drawn using a compass. Have the students practice bisecting angles, with the teacher helping those that need help. 5. Make designs using overlapping angles. 6. Examine Childcraft Encyclopedia material on geometry, Vol. 11, p. 315-330.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: MAP-MAKERS Map-makers need the skills of math in order to perform their duties. **Performance Objectives:** The child will name at least one math skill involved in map-making. **Methods:** 1. View and discuss the films and filmstrip of mars. 2. Interview a map-maker if possible. (Most city planning departments have at least one map-maker). 3. Examine a variety of maps and look for the type of information each provides. 4. Discuss what math skills are involved in map-making.	**Concept:** Providing a service to society is a way of using talents. **Performance Objectives** The child will name at least one contribution of map-makers to society. **Methods:** 1. Discuss what map-makers contribute to society. Discuss how well we would get along without any type of map. 2. Discuss ways we could be of service to our school or community.	. Harlandale Audio-Visual Center 16 mm film - 16-637 "Maps Add Meaning to History" 16-225 "Maps Are Fun" 11 minutes in color filmstrips - P-81 "Maps Show Us Where" Measuring Our World Series 2. Childcraft Encyclopedia, Vol, 11 Field Enterprises Educational Corporation. BEST COPY AVAILABLE	

SCIENCE - FOURTH GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BYLINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
LIVING THINGS: ANIMALS Classification by structures and activities	The child will be able to perform the following activities: 1. Name at least one situation where the color and size of an animal help protect it. 2. Select from a given list of animals those that are fur bearing. 3. Select from a given list of animals those that are horned. 4. Select from a given list of animals those that are water animals. 5. Select from a given list of animals those that are night feeders.	Vocabulary: animal - animal zoo - jardín zoológico zookeeper - guardian de jardín zoológico Concept: Guardianes de jardines Zoológicos Los guardianes de jardines zoologicos necesitan el conocimiento y el entendimiento de los animales en el desempeño de sus deberes. Performance Objectives: El alumno contará de a lo menos una cosa que los guardianes de jardines zoológicos necesitan saber de los animales. Methods: 1. Vean y disctan la película "Zoo Baby Animals" que enséña del cuidado y el alimento de la casta de los animales. 2. Hagan una lista de cosas que estos guardianes necesitan saber de los animales. 3. Planeen una excursión al jardín zoológico o una entrevista a un guardian de un jardín zoológico.	1. Class discussion: How does the size of an animal help you see it? When driving along a road in a car what size animals do you usually see? Which of the following types of animals would you see easily? Snakes, horses, cows, rabbits, gophers, insects, spiders, turtles, frogs? Which type of animal would you see easily in a field of tall grass? How does the color protect an animal from its enemies? Why are they colored differently on the top than on the bottom? Why does a bird have a hard time locating a caterpillar? How does an animal's habits protect it? (like the zebra that eats at night, or monkeys that spend most of its time in trees). How does the animal's size protect him? How does his body covering protect him? Do some coverings provide better protection than others? 2. List with student's help large and small animals (as many different ones as they think of) on the board, or if possible furnish pictures of animals. Line them up on the board or brown paper, place the following categories: Large Animals - Small Animals Fur bearing - Non-Fur bearing Horned - Non- Horned Night Feeders - Day Feeders Water Animals - Land Animals Animals that Fly - Animals that do not Fly Animals with Hooves - Animals without Hooves Carnivorous - Vegetarians

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Zookeepers Zookeepers need knowledge and understanding of animals in the performance of their duties. Performance Objectives: The child will tell at least one thing that zookeepers need to know about animals. Methods: 1. View and discuss the film, "Zoo Baby Animals" showing the care and feeding of the babies. 2. Make a list of things about animals that zookeepers need to know. 3. Plan a field trip to the zoo or an interview with a zookeeper.	Concept: Concern for the environment and creatures of our earth is an admirable quality. Performance Objectives The child will tell at least one way in which a zookeeper can show concern for the animals in his zoo. Methods: 1. Discuss some things in our enviornment about which we should be concerned. Examples: clean water, clean air, adequate food supplies for all forms of life, etc. 2. Discuss what we can do to show our concern - contacting our legislators about legislation for controls - over pollution, keeping our own areas clean, following the laws for hunting and fishing, etc. 3. Discuss how zookeepers can show concern for animals.	1. Harlandale Audio Visual Center filmstrips: B-92 "Mammals of the Desert" The Living Desert Series Z-70 "Animals in Spring" Spring Comes Series A-15 "Finding Out How Animals Live" Basic Primary Science Series B-54 "How To Recognize Birds" Basic Nature Study Series B-78 "Learning About Mammals" B-96 "Learning About Amphibians" B-97 "Learning About Reptiles" Different Kinds of Animals Series 2. Education Service Center, Region 20 8726 "Large Animals That Once Roamed the Plains" 12 minutes in color 4033 "Animals and How They Communicate" 11 minutes in color 4784 "Zoo Baby Animals" 11 minutes in B/W Bingual Bilingual Dept., H.I.S.D. filmstrips: S-131 Los Animales en el Invierno S-166 La Gran Ciudad S-194 Un Día en el Parque Zoológico filmstrip with record "#2 Recreation" M-R-60 Living In Mexico Today Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
LIVING THINGS: ANIMALS Classification by vertebrates and invertebrates	The child will be able to perform the following activities: 1. Correctly define the following: vertebrate, invertebrates. 2. On a given list of twenty-five animals, correctly classify them into vertebrates or invertebrates.	Vocabulary: characteristic - característico vertebrate - animal que tiene columna vertebral invertebrate - animal sin columna vertebral veterinarian - veterinario Concept: Veterinario Los veterinarios necesitan saber de los características de animales con y sin columna vertebral. Performance Objectives: El alumno nombrará a lo menos una cosa que un verterinario necesita saber de animales para desempeñar sus deberes. Methods: 1. Vean y escuchen la película con disco del veterinario. 2. Discutan por que los veterinarios necesitan saber de la construcción de los cuerpos de animales en su trabajo. 3. Háganle una entrevista a un veterinario o visiten un hospital de animales.	1. Look up the definitions of vertebrates and invertebrates. Discuss and examine the information located. 2. Select a wide variety of animal pictures available in school supply houses or library books of animals. Divide the room into 7 groups to select the pictures of a different type of the animal kingdom and, using library books or encyclopedias, locate as much information as necessary in classifying them into vertebrates or invertebrates. Birds, Fish, Reptiles, Insects, Shellfish, Amphibians, and Mammals. Allow each group to present their findings and make some conclusions or generalizations about vertebrates and invertebrates.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Veterinarians Veterinarians need to know about the characteristics of vertebrates and invertebrates. Performance Objectives: The child will name at least one thing a veterinarian needs to know about animals in order to perform his duties. Methods: 1. View and listen to the record and filmstrip about the veterinarian. 2. Discuss why veterinarians need to know about the structure of the animal bodies in their work. 3. Interview a veterinarian about his work or visit an animal hospital.	Concept: One of the standards of character and conduct of Freedom's Code is to be kind. Performance Objectives The child will tell at least one way a veterinarian can show kindness to animals. Methods: 1. View and discuss the filmstrip, "Kindness". 2. Discuss how veterinarians can show kindness to his animal patients. 3. Discuss how we can show kindness to animals.	Harlandale Audio Visual Center 16mm films: 16-6 "Animals Growing Up" 10 minutes in B/W 16-5A "Animal Homes" 11 minutes in color 16-506 "Animals in the Spring" 11 minutes in color 16-7 "Animals in the Winter" 11 minutes in color 16-180 "Animals Town of the Prairie" 10 minutes in color filmstrips: B-78 "Learning About Mammals" B-79 "Learning About Birds" B-96 "Learning About Amphibians" B-97 "Learning About Reptiles" B-98 "Learning About Insects" B-99 "Some Water Animals" Different Kinds of Animals Series N-22 "Kindness" Character Building Series record and filmstrip: PR-724(BB-5) "My Dad The Veterinarian" What Does Your Daddy Do Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
LIVING THINGS: Plants Bacteria Plant Reproduction	The child will be able to perform the following activities: 1. Correctly define bacteria and name at least two places where bacteria can be found. 2. On a given list of 20 plants correctly classify them into plants that grow from seeds, from bulbs, from roots, and from cuttings.	Vocabulary: bacteria - bacterias growth - crecimiento research - n. escudriñamiento, v. escudriñar scientist - persona versada en ciencia Concept: Escudriñadores de ciencia-Bacteriólogo Algunos escudriñadores de ciencia estudian las bacterias y como reprimir su crecimiento. Performance Objectives: El alumno nombrará a lo menos una cosa que hace un bacteriólogo con las bacterias. Methods: 1. Vean y discutan la película de las bacterias. 2. Discutan la necesidad de que alguin descubra medicinas para combatir las bacterias dañosas. 3. Háganle una entrevista a un escudriñador de ciencia, a una maestra de biología, a un médico, o a un técnico de laboratorio acerca de su trabajo y de lo que se está haciendo en el area de las bacterias.	1. Place a slice of boiled potato on a flat dish and expose it to the air for several hours. Place a lid on the dish and put it in a warm place where it will not be disturbed. A few days later examine it. There should be several spots on the surface of it. These are colonies of bacteria. This bacteria is a harmless variety, but some bateria can cause diseases. Have your class discuss where the bacteria came from and how this affects health and hygiene. Examine the material with a microscope. 2. Collect pictures of a large variety of plants. Divide the class into groups to study how the plants reproduce. Give one group pictures of those that grow from seeds, another that grows from cuttings and another that grows from roots, and another that grows from bulbs. Do not tell the students which group they have. Allow them to hunt the information and then report to the class on their findings. Bring to class a root (caladium, chrysenthemum, or daisy), a bulb (onion, tulip, etc.) a cutting (geranium, ivy, jew, etc) some seeds (vegetable, flower, fruit, pecan or acorn, avocado). Have the group plant the type of plant they investigated in a large flower pot and watch the growth, and if possible a reproduction of the same before the year is out.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Research Scientists - Bacteriologists Some research scientists study bacteria and how to control its growth. Performance Objectives: The child will name at least one thing a bacteriologist does with bacteria. Methods: 1. View and discuss the film about bacteria. 2. Discuss the need for someone to develop medication to combat harmful bacteria. 3. Interview a research scientist, a biology teacher, a doctor, or laboratory technician about his work and what is being done in the field of bacteria.	Concept: One of the standards of character and conduct of Freedom's Code is to help others. Performance Objectives The child will tell at least one way a bacteriologists helps others. Methods: 1. View and discuss the film, "Getting Along With Others". 2. Discuss ways that bacteriologists can help others. 3. List items we have at home to kill germs, or collect advertizing pictures of some of the products (the work of bacteriologists). 4. Discuss ways we can help others.	Harlandale Audio Visual Center filmstrips: B-63 "How Plants Grow and Reproduce" Basic Nature Study Series B-24 "Non-Green Plants" Wonderworld of Science Series 16mm film: 16-16 "Bacteria - Friend and Foe" 10 minutes in B/W 16-534 "Making The Desert Green" 10 minutes in color 16-706 "Plants and Their Importance" 11 minutes in color 16-625 "School Problems: Getting Along with others" 6 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
LIVING THINGS: PLANTS NEEDS Water Heat	The child will be able to perform the following activities: 1. Write at least one reason plants need water. 2. Write at least one reason why plants need heat.	Vocabulary: horticulturist - horticultor, hortelano plant - planta nursery - jardín nursery-man - jardinero Concept: Hortelano Los hortelanos necesitan saber de las necesidades de las plantas para desempeñar sus deberes. Performance Objectives: El alumno contará a lo menos de una cosa que necesita saber un hortelano de las plantas. Methods: 1. Hagan planes para una excursión a un jardín y vean las diferentes areas de plantas en el jardín. 2. Háganle una entrevista a un jardinero acerca de su trabajo y los que trabajan con él - los hortelanos, los jardineros, los vendedores, los muchachos para hacer mandados, los cajeros, los decoradores, etc. Pregúntenle de los problemas en cultivar plantas y de algunas de las gratificaciones de su trabajo.	1. Obtain two geranium plants. Water one every day and the other every two days. Each time you water use the same measured amounts for each plant. Keep a record every 3 days - height, width of the largest leaf and the number of leaves on each plant. After three weeks, examine the chart to compare the plants. What conclusions can you draw about the effects of water on growth? 2. Obtain two small milk cartons, potting soil, 4 bean seeds and a cup of water. Place soil in both cartons. Place one in a warm place where it will receive sunlight and another in a cool place (outside in the fall and spring if there is no frost). Every other day place a one inch wide and several inches long strips of paper next to each plant. Cut the paper so that it is as high as the plant. After six measurements compare the two plants growth. What conclusions can you draw from the comparisons about heat for plants? Why was measurement important in their experiment?

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Horticulturist Horticulturists need to know about the needs of plants in order to perform their duties. Performance Objectives: The child will tell at least one thing a horticulturist needs to know about plants. Methods: 1. Plan a field trip to a nursery and a guided tour of the area of plants. 2. Interview the nurseryman about his work and those that work with him - horticulturists, gardeners, salespersons, errand boys, cashiers, decorators, etc. Ask him about some of the problems of raising plants and some of the rewards of his work.	Concept: Providing security and plesure for oneself and others gives a feeling of well-being. Performance Objectives The child will tell about at least one way a horticulturist provides pleasure for others. Methods: 1. Discuss what enjoyment is provided us by horticulturists. 2. Plant a package of zinnia seeds in a large flowerpot. Keep a record of the costs of the seeds. Watch for the plants to grow. Count the cost of the flowerpot, any other purchases for plant food, spray, etc. Count the plants and see how much we would have to charge for the plants. Then figure out labor costs and a small profit (say 5%) and re-figure the price needed for the plants. Discuss how the horticulturist supplies security for his family.	Harlandale Audio Visual Center filmstrips: D-7 "Finding Out How Plants Grow" Basic Primary Science Series Z-66 "Plants Get Ready for Winter" Autumn is Here Series Z-72 "Plants in Spring" Spring Comes Series Z-74 "Plants Grow" Growing Things Series D-64 "Plants and Their Seeds" Tree-Life Adventure Series A-73 "Plants We Know" Tree Book, Natural Science Series Bilingual 1. Bilingual Dept., H.I.S.D. filmstrip S-125 Ayudantes para Nuestra Casa 2. ESC Region XX film 8503 Secetos del Mundo de las Plantas	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
PLANTS NEEDS continued: Light Crowding Plants	The child will be able to perform the following activities: 1. Correctly explain in writing at least one reason that plants need light. 2. Correctly describe in writing at least one thing that happens when plants are over crowded.	Vocabulary: architect - arquitecto landscape - paisaje Concept: Arquitecto de jardines y parques Los arquitectos de jardines y parques necesitan saber de las necesidades de las plantes para desempeñar sus deberes. Performance Objectives: El alumno contará de a lo menos un servicio que surte un arquitecto de jardines y parques. Methods: 1. Háganle una entrevista a un arquitecto de jardines y parques acerca de su trabajo y su instrucción. Pídanle que traiga algunos de sus planes y modelos para enseñárselos y explicárselos a la clase. 2. Hagan una lista de los deberes de arquitectos de jardines y parques y discutan las destrezas necesarias - dibujo, mapa, idioma, etc.	1. Use a geranium plant or a bean plant. Cover some of the leaves with aluminum foil so that no light can get to them. Place the plant where it will receive sunlight. At the end of two weeks, uncover these leaves and compare them with those left uncovered. How does the appearance of the leaves differ? What conclusions can you make about the green coloring material in the leaves and the presence of light. 2. Obtain two small milk cartons, potting soil for each, radish seeds, a nail and a ruler. Punch three small holes in the bottom of each carton, fill it 3/4 full of potting soil. In one plant 3 radish seeds about one inch apart and ½ inch deep. In the other, scatter 20 seeds and cover with ½ inch of soil. Water the carton and rewater every three or four days - the soil should stay damp, and record the observation. After three weeks, pull up one from each carton and examine. What conclusions can you draw about the growth of crowed plants.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Landscape Architects Landscape architects need to know about the needs of plants in order to perform their duties.	Concept: One of the standards of character and conduct of Freedom's Code is to provide security for self and dependents.	Harlandale Audio Visual Center filmstrips: B-23 "Soil for Plants" Londerworld of Science C-83 "Green Plants Food Factories" Science for Better Living D-30 "Plants and Strange Animals of the Sea" Water Life Series records and filmstrips: Q-58(PR-535) "The Major Kinds of Plants" Q-59(PR-536) "Their Uses" Q-60(PR-536) "Roots and Stems" Q-61(PR-536) "Leaves and Their Work" Q-62(PR-537) "How Flowers Make Seeds" Q-63(PR-537) "Seeds and Their Dispersal" Q-64(PR-358) "How They Sprout and Grow" Q-65(PR-538) "Their Adaptations" Seed Plants Series	
Performance Objectives: The child will tell at least one service a landscape architect provides.	Performance Objectives The child will tell in his own words how a landscape architect is able to provide security for himself and his dependents.		
Methods: 1. Interview a landscape architect about his work and his training for his work. Ask him to bring some of his plans and mockups to show and explain to the class. 2. List the duties of landscape architects and discuss the skills needed for these duties - drawing, math, language, etc.	Methods: 1. Discuss how well landscape architects are able to provide security for self and dependents. 2. Discuss what in general it takes to support a family - food, shelter, clothing, transportation, medical expenses, etc.	Bilingual 1. Bilingual Dept., H.I.S.D. filmstrips: S-160 Lo que la Primavera Significa para Nosotros S-165 Las Afueras de la Ciudad S-166 La Gran Ciudad 2. ESC Region XX film: 8121 Ya Vamos a Chapultepec	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
PLANTS: Microorganism Parasites Molds	The child will be able to perform the following activities: 1. Write at least one reason that moss grows on the north side of trees. 2. Write one thing common to all parasites. 3. Name at least one use man has made of molds. BEST COPY AVAILABLE	Vocabulary: desease - mal, enfermedad insect - insecto pest control - control de pestes Concept: Operario de Control de Pestes Los operarios del control de pestes necesitan saber de insectos y de las enfermedades que destruyen plantas y animales para desempeñar sus deberes. Performance Objectives: El alumno dirá de a lo menos una razón por qué los operarios del control de pestes necesitan saber de plantas, animales, y insectos. Methods: 1. Háganle una entrevista a un empleado de alguna compañía del control de pestes preguntándole de su trabajo y su instrucción. 2. Discutan por que los operarios del control de pestes necesitan saber tanto de plantas y animales como de insectos. (Muchas insecticidas destruyen plantas y animales y insectos beneficiosc tanto como los pestes. Por esta razón necesitan escoger y usar las insecticidas con cüidado).	1. Obtain some samples of growth on plants, such as mistletoe, yeast, moss, mushrooms, algae, spores, etc. Use a microscope to examine the materials closely. Locate the definition of this type parasite and information on what it takes for them to live and grow. Discuss: What is one thing common to all of them? Where can each be found? How does each reproduce? 2. Grow one type of mold. You need two slices of bread, jelly, a needle, paper plate and a handful of sand. Place a slice of bread on a paper plate. Moisten the bread and put in a warm place. In two or three days mold should appear on the bread. Put a fresh piece of bread on one paper plate and a pile of sand on the other. Place some of the spores from the first slice of bread on the second slice of bread and some on the sand. Put these plates in a warm place and do not disturb them for a couple of days. Let the class observe what has taken place. Add some jelly to the sand and leave the plates in a warm place. In a few days let the students observe the plates again. At this time, they should be able to draw some conclusions about this type of mold and the way it grows. Mold cannot produce its own food, it must live off other things.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Pest Control Operators Pest control operators need to know about the insects and the diseases that destroy plants and animals in the performance of their duties. Performance Objectives: The child will tell at least one reason why pest control operators need to know about plants, animals and insects. Methods: 1. Interview someone from a pest control company about his work and his training for his work. 2. Discuss why the pest control operators would need to know about plants and animals as well as about insects. (Many pesticides destroy plants and animals and useful insects as well as the pests. For this reason they need to be careful to choose the correct pesticide and be careful in its use).	Concept: One of the standards of character and conduct of Freedom's Code is to have convictions, to establish values. Performance Objectives The child will tell at least one value or conviction that a good pest control operator must have to perform his job as a benefit to all mankind. Methods: 1. Discuss the meaning of convictions, and discuss some of our convictions to live by. 2. Discuss some necessary qualifications for pest control operators. Discuss how they would need to be concerned about preserving the balance of nature(if all plants, insects and animals were destroyed people could not survive).	Harlandale Audio Visual Center: filmstrips: D-98 "Insects - Harmful and Useful" Correlated Science Series C-28 "Butterflies and Moths" C-29 "Honey Bees" C-30 "House Fly and Its Behavior" C-31 "Mosquito" C-32 "The Ant" C-33 "Household Pests" C-34 "Some Useful Insects" C-35 "Insects That Destroy Plants" C-36 "Odd Insects the World Over" World of Insects Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MATTER: States of Matter Changes in Matter: Atoms and Molecules	The child will be able to perform the following activities: 1. Correctly name the four states of matter and give an example of at least one substance for each state of matter. 2. Correctly name at least one reason for changes in matter. 3. Demonstrate at least one change in matter, using the materials and method of his choice. BEST COPY AVAILABLE	Vocabulary: engineer - ingeniero sanitation - saneamiento Concept: Ingenieros de Saneamiento Los ingenieros de saneamiento necesitan el conocimiento de la materia en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos un deber de un ingeniero de saneamiento y dirá como usa su conocimiento de la materia en el desempeño de sus deberes. Methods: 1. Escuchen y vean la película con disco de "Planta del Tratamiento de Drenaje" y la cinta de cajita del departamento de saneamiento. 2. Hágale una entrevista a un ingeniero de saneamiento acerca de su trabajo y su instrucción. 3. Discutan algunas areas de trabajo en la ingeniería de saneamiento, la salud, el drenaje, la basura, la polución, etc.	1. Gather a variety of substances for identifying and classifying matter. Example: gravel, sand, salt, sugar, rubber ball, balloon, small piece of wood, piece of plastic, piece of glass, piece of metal, cotton ball, scrap of fabric, scrap of leather, water, vinegar, oil, shortening, ice, alcohol, perfume, vanille, cinnamon stick, lemon peel, food coloring, etc. First see how many things they can identify by smell alone, then by feel, then by sight, then those that take more than one sense. Classify them into solids, liquids or gases. 2. Obtain two beakers and fill one with very hot water and the other with very cold water. Place next to each other. When the water is still in both beakers, put one drop of food coloring in each beaker. Record your observation. Do water molecules move faster when water is hot or when it is cold? 3. Place an ice cube in a pan over a heat source. What is happening to the molecules as the ice is heated? Describe what happens to the ice as its molecules move faster and faster. Heat the water until it boils. What is happening to the water molecules as the water is heated? Where do they go? What state is the water in now?

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Sanitation Engineers Sanitation Engineers need the knowledge of matter in the performance of their duties. Performance Objectives: The child will name at least one duty of a sanitary engineer and tell how he uses his knowledge of matter in performing his duties. Methods: 1. Listen to and view the record and filmstrip of the "Sewage Treatment Plant" and the cassette tape of the sanitary department. 2. Interview a sanitary engineer about his job and his training. 3. Discuss some of the areas of work in sanitary engineering, health, sewage, garbage, pollution, etc.	Concept: One of the standards of character and conduct of Freedom's Code is to have concern for the welfare of others. Performance Objectives The child will tell at least one way a sanitary engineer can show his concern for the welfare of others. Methods: 1. View and discuss the film "soapy - the Germ Fighter" 2. List some of the duties of Sanitary Engineers that help protect us from pollution caused by unsanitary conditions. 3. Discuss ways we can be of service to others - such as: keeping our trash and garbage picked up and placed in covered containers for pickup, not being litterbugs, etc.	1. Harlandale Audio Visual Center filmstrips: A-80 "Classification of Matter" B-53 "Atoms and Molecules" A-81 "Atoms As You Will Use Them" A-78 "Atoms and Molecules" cassette tapes: cas.t.-61 "Getting to Know the Sanitary Department" Lets Imagine Going Places Series 16mm 16-195 "Soapy, the Germ Fighter" 10 minutes in color record with filmstrip: PR-769(CC-75) "A Trip to a Sewage Treatment Plant" Classroom Journeys Series 2. Education Service Center, Region 20 8607 "Explaining Matter: Atoms and Molecules" 13 minutes in B/W Bilingual Bilingual Dept., H.I.S.D. S-154 Otros Trabajadores de la Comunidad S-169 Como la Gente se Gana la Vida	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MATTER : What is Matter?	The child will be able to perform the following activities: 1. Correctly define the following in writing: matter, atom, molecules. 2. State orally a possible explanation for the observation of the missing volume when alcohol and water are poured together. BEST COPY AVAILABLE	Vocabulary: matter - materia scientist - persona versada en la ciencia Concept: Personas de Ciencia Las personas versadas en la ciencia necesitan saber de la materia en el desempeño de sus trabajos. Performance Objectives: El alumno nombrará a lo menos una manera en la cual una persona de ciencia usa su conocimiento de materia. Methods: 1. Asigne grupos de estudiantes que hagan reportes sobre libros de personas versadas en la ciencia o escudriñen de nuevo el trabajo de estas personas en la enciclopedia. 2. Discutan como las personas de ciencia usan el conocimiento de la materia en su trabajo. 3. Hagan una lista de tantas clases de personas de ciencia como los estudiantes puedan encontrar.	1. Go into a room with all the windows and doors closed. Pour some ammonia in a dish in one corner of the room. Go to the middle of the room. Do you smell ammonia? How long does it take before the ammonia smell reaches you? How does the ammonia get from the dish to you? Can you see any particles of ammonia in the room? Can molecules be seen? What evidence do you have that molecules of ammonia are in the room? 2. Pour exactly 10 milliliters of 95% ethel alcohol into a graduated cylinder. Pour exactly 10 milliliters of water into the other graduated cylinder. Pour the water into the graduated cylinder with the alchol. Shake or stir the solution. Record how much alcohol and water are in the graduated cylinder. Why didn't 10 milliliters of alchol and 10 milliliters of water make a 20 milliliter solution? Alchhol molecules are longer than water molecules. Measure 10 milliliters of BB's into a dry cylinder. Measure 10 milliliters of salt in another cylinder. Pour the two together. Do they measure 20 milliliters? What happened to the missing volume? Record your observation. 3. Discuss how atoms and molecules change form. Look up the definition of matter, atoms and molecules.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Scientists Scientists need to know about matter in the performance of their jobs. Performance Objectives: The child will name at least one way in which a scientist uses his knowledge of matter. Methods: 1. Assign groups of students to make reports on books about scientists or research the work of scientist in the encyclopedia. 2. Discuss how scientists use knowledge of matter in their work. 3. Make a list of as many different types of scientists as the students can find.	Concept: One of the standards of character and conduct of Freedom's Code is to stand for truth. Performance Objectives The child will tell at least one reason that scientists need to stand for truth. Methods: 1. View and discuss the filmstrip on honesty. 2. Discuss why scientists would need to be honest. 3. Discuss ways in which we can benefit from honesty or truth. See the manual for Living With Me and Others, Level D, for suggestions.	1. Harlandale Audio Visual Center filmstrips: A-80 "Classification of Matter" C-20 "The Scientist - His Way, Your Way" B-27 "Exploring Matter" Wonderworld of Science Series N-21 "Honesty" Character Building Series 2. Harlandale Elementary Library j500 I Want to Be A Scientist by Greene j507 The Scientist and His Tools by Parler 669 Magic Mixtures: Alloys and Plastics by Carona 92 Marie Curie, Women of Genius by De Leeuw 3. Living With Me and Others, Level D, Character Education Curriculum 4. Education Service Center, Region 20 4263 "How Materials Are Alike and Different" 11 minutes in color 8607 "Explaining Matter: Atoms and Molecules" 13 minutes in B/W Bilingual Bilingual Dept., H.I.S.D. S-154 Otros Trabajadores de la Comunidad S-167 ¿En Donde Trabajan los Padres? S-168 ¿En Dónde Trabaja Mamá?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MATTER: How does matter change?	The child will be able to perform the following activities: 1. Predict orally what change in appearance will take place when paper burns. 2. State orally the difference between a physical change and a chemical change. 3. State orally a generalization about physical changes and chemical changes. BEST COPY AVAILABLE	Vocabulary: engineer - ingeniero nuclear - nuclear, nucleario Concept: Ingenieros Nucleares Los ingenieros nucleares necesitan el conocimiento de los cambios de la materia en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos un uso que hace un ingeniero nucleario de la materia en el desempeño de su trabajo. Methods: 1. Háganle una entrevista a un físico nucleario o a un ingeniero de su trabajo y su instrucción. 2. Examinen copias del "National Geographic" tocante a la Bomba Nuclear y el Submarino Nuclear. 3. Discutan otros usos de la energía nuclearia, como para producir electricidad con la potencia atómica.	1. Observe a sheet of paper, then tear it into several pieces. Examine each piece. Does it have the same properties as the large sheet? Is it still paper? How has it changed? 2. Burn a piece of paper in an aluminum pie pan. Examine the remains. Does it still have the same properties? Is it still paper? How has it changed? 3. A physical change results in a substance changing form, but not composition. Which of the above changes is a physical change? 4. A chemical change results in the substance changing its makeup and a new substance is formed. A substance does not keep the same properties after a chemical change. Which of the two changes above is a chemical change? How do you know? 5. Do the following activities and record if each is a chemical or physical change. Discuss why you think so: Pour sugar in water Crumble a cookie Pour baking soda in vinegar Freeze water Strike a match Cause some iron to rust Dissolve salt in water 6. Discuss the properties of the above matter. Discuss which of their properties help most in their identification. Examples: sugar - its color and taste; vinegar - its looks and odor; water - its looks and taste

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Nuclear Engineers Nuclear engineers need the knowledge of changes in matter in the performance of their duties. Performance Objectives: The child will name at least one use of matter that a nuclear engineer makes in his performance of his job. Methods: 1. Interview a nuclear physicist or an engineer about his job and his training. 2. Examine copies of National Geographic concerning the Nuclear Bomb and the Nuclear Submarine. 3. Discuss other uses for nuclear energy, such as producing electricity with atomic power.	Concept: One of the standards of character and conduct of Freedom's Code is to make wise use of time and talents. Performance Objectives The child will name at least one way a nuclear engineer uses his time and talents wisely. Methods: 1. View and discuss the filmstrips, "Trying New Things" and "Leaders and Followers". 2. Discuss how we can make use of our talents. Name some of the talents we already know about among our classmates. 3. Discuss whether nuclear engineers could make wise uses of their talents through discoveries of new uses for nuclear energy.	Harlandale Audio Visual Center filmstrips: A-79 "Molecules, Atoms and Simple Reaction" Elementary Chemistry Series N-41 "Trying New Things" N-45 "Leaders and Followers" Developing Your Personality Series 16mm: 16-172 "The World of Molecules" 10 minutes in color 16-167 "We Use Power" 11 minutes in color 16-387 "Controlling Atomic Energy" 13 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MACHINES : Lever Inclined Plane Screw Wedge	The child will be able to perform the following activities: 1. Correctly describe a lever and give at least one example of its use. 2. Correctly identify an inclined plane and give at least one example of its use. 3. Correctly describe a screw and give at least one example of its use. 4. Correctly describe a wedge and give at least one example of its use. BEST COPY AVAILABLE	Vocabulary: machine - máquina mechanic - mecánico tool - utensilio Concept: Mecánicos Los mecánicos necesitan el conocimiento de máquinas para desempeñar sus deberes. Performance Objectives: El alumno nombrará a lo menos 3 utensilios que usan los mecánicos y dirá si es una palanca, una cuña, o un tornillo. Methods: 1. Vean y discutan la película con disco "Mi Padre, el Mecánico" y hagan una lista de los deberes de mecánicos automovilistas. 2. Discutan los utensilios de un mecánico. Si lo es posible, háganle una entrevisita a un mecánico acerca de su trabjo y sus utensilios - pídanle que traiga su caja de utensilios. 3. Clasifiquen los utensilios del mecánico por maquinas simples - palancas, cuñas, tornillos.	1. Identify the following: machine, lever, inclined plane, screw, and wedge. Look up the information in an encyclopedia and discuss the main purpose of each. 2. Divide the class into four groups to study each simple machine and make a list of uses for their machine. Group 1 - levers; Group 2 - inclined plane; Group 3 - screw; Group 4 - wedge. They may collect pictures showing uses for each for posters or the bulletin board. Find uses at school, at home and in the business world for each machine. 3. Provide the tools for each group's experiments and some of the following: weights or stacks of metal washers, rulers, yard sticks, triangular blocks, string or cord, spring scales, smooth board 6' x 10", roller skates pulleys, short board or rod about 3' long. 4. Examine a collection of different sizes and types of screws - some bolts or nuts and some plain screws and a wide variety of thread sizes. If possible, bring a thread measuring device. Try different screws (different threads) giving five turns each and draw conclusions about the difference traveled by the screw and the size thread. Cut a paper wedge. Starting at the wide end, wind it around a pencil. Compare its appearance to a screw.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Mechanics Mechanics need the knowledge of machines in order to perform their duties. Performance Objectives: The child will name at least three tools used by mechanics and tell whether it is a lever, a wedge or a screw. Methods: 1. View and listen to the filmstrip and record, "My Dad, The Auto Mechanic" and list duties of auto mechanics. 2. Discuss the tools of mechanics. If possible interview a mechanic about his work and his tools - ask him to bring his tool box. 3. Classify the mechanic's tools by the simple machines - levers, wedges, screws.	Concept: One of the standards of character and conduct of Freedom's Code is to be just. Performance Objective The child will tell at least one way a mechanic can be just. Methods: 1. View and discuss the filmstrip, "Play Fair". 2. Look up the word just in a dictionary, and decide how a mechanic could be fair or be just. List the ways on the board. 3. Discuss how we could be fair or be just in our dealings with our classmates, friends and parents.	Harlandale Audio Visual Center filmstrips: C-18 "Machines" Science At Work Series D-13 "Levers" D-16 "Ramps" D-17 "Wadges" D-18 "Screws" Simple Machines Help Us Series A-54 "Machines To Help Us Work" Science For Beginners Series C-27 "Simple Machines" General Science Series Z-4 "Machines and Tools to Help Us Work" Science For Beginners Series record and filmstrip PR-723(BB-4) "My Dad, the Auto Mechanic" What Does Your Daddy Do Series N-20 "Play Fair" Character Building Series Bilingual 1. ESC Region XX film: 72-136 What's Under Your Hood (Spanish Version) 11 minutes in color 2. Bilingual Dept., H.I.S.D. filmstrips: S-173 Como Viajamos S-174 El Transporte es Importante	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MACHINE: Pulley	The child will be able to perform the following activities: 1. Correctly describe a pulley and the purpose of a pulley. 2. Correctly demonstrate at least one use of a pulley.	Vocabulary: dragline - carretilla de excavar operator - operario pulley - polea Concept: Operarios de Carretillas Los operarios de carretillas necesitan saber de poleas en el desempeño de sus deberes. Performance Objectives: El alumno explicará a lo menos una necesidad para el trabajo de un operario de carretilla. Methods: 1. Si es posible, háganle una entrevista a un operario de carretilla acerca de su trabajo y su instrucción. Un operario de máquinas de subir y levantar cosas de peso puede explicar el trabajo de un operario de carretilla. 2. Discutan por que se necesitan los operarios de carretillas, como para cavar canales para barcos, excavar para la construcción de edificios o carreteras, etc. 3. Discutan la polea en la máquina.	1. Place a board or rod between the back of 2 chairs for use as a support hanger for a pulley. Tie one end of a 3 foot length of string to the support rod between the chairs. Thread the string through the pulley. Attach the loose end of the string to a spring scale, add weights to the center of the pulley, using a short piece of string. Lift up on the spring scale. What happens to the pulley and weight. Read the scale and record the measurement. How does the measurement compare to the weight of the washers? Why the difference? Of what use is this pulley system? Does it increase or reduce the force needed to lift something? Does it make work easier? Why? 2. A fixed pulley: Obtain a single pulley and fasten it to a support, as above. Thread a string through the pulley and tie it to several weights (such as washers). Hook a spring scale on the other end of the string and pull down lifting the weights. Read and record the scale measurements. Weigh the washers. How does it compare with the weight of the washers? What is the advantage of a single fixed pulley. Does it lessen the force required to lift the weight? Why are fixed pulleys used?

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Dragline Operator Dragline operators need to know about pulleys in the performance of their duties. Performance Objectives: The child will explain at least one need for the work of a dragline operator. Methods: 1. If possible, interview a dragline operator about his work and his training. A crane operator may be able to explain the dragline operation. 2. Discuss some needs for dragline operators, such as, digging boat channels, excavating for construction of buildings or highways, etc. 3. Discuss the pulley on the machine.	Concept: One of the standards of character and conduct of Freedom's Code is to have courage. Performance Objectives The child will tell at least one reason a dragline operator needs courage. Methods: 1. View and discuss the filmstrip on bravery. 2. Discuss many ways we can have courage or be brave. 3. Discuss the courage it takes to learn to operate such a large machine in such a way as not to injure others or himself.	Harlandale Audio Visual Center filmstrips: D-15 "Pulleys" Simple Machines Help Us Series A-54 "Machines to Help Us Work" Science For Beginners Z-4 "Machines and Tools To Help Us Work" Science For Beginners Series N-8 "One Kind of Bravery" Guidance Stories Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MACHINES: What is a Wheel and an Axle?	The child will be able to perform the following activities: 1. Describe correctly, in writing, the meaning of "simple machine". 2. List at least two examples of wheels and at least two examples of axles in use. 3. Demonstrate at least one use of the wheel and axle.	Vocabulary: axle - eje (axis) de una rueda driver - conductor race car - coche de carreras wheel - rueda Concept: Conductores de Coches de Carrera Los conductores de coches de carreras y los mecánicos necesitan un buen entendimiento de ruedas y ejes en el desempeño de sus deberes. Performance Objectives: El alumno contará, en sus palabras, que cuidado necesitan las ruedas y los ejes. Methods: 1. Háganle una entrevista a un conductor de coche de carreras acerca de su instrucción. Pregúntenle lo que es necesario para tener un buen carro y ser un buen conductor. 2. Discutan lo que se necesita para tener las ruedas y los ejes de patines y bicicletas en buena condición.	1. Examine the handlebars of a bicycle. Measure the distance from the center of the handlebar to where your hand grips it. Turn the wheel by gripping the handlebar at the usual place. Does it turn easily or with difficulty? Now turn the wheel by holding the handlebar 2 inches from the center. Does it turn easier or more difficult than before? Why is there this difference? 2. Turn the bicycle over and set it on its seat and handlebars. Examine the pedals and sprocket. Measure the length of one pedal with a ruler and record your measurement. Which measurement is longer? Which travels farther when it makes one complete turn, the pedal or the edge of the sproket? 3. The two exercises above have been examples of a wheel and an axle. In the handlebar, the "wheel" is the place where your hand grips it and the axle is the shaft at the center. In the pedal and sprocket the pedals are the "wheel" and the sprocket is the axle. 4. Locate other examples of wheel and axles in pictures or objects. Figure the mechanical advantage of a wheel and axle by making suitable measurements.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Racing Car Drivers Racing car drivers and mechanics need a good understanding of wheels and axles in the performance of their duties. Performance Objectives: The child will tell, in his own words, what care is necessary for wheels and axles. Methods: 1. Interview a racing car driver or a stock car driver about his training. Ask him what it takes to make a good car and a good driver. 2. Discuss what it takes to keep skate or bike wheels and axles in good running order.	Concept: One of the standards of character and conduct of Freedom's Code is to live honorably. Performance Objectives The child will tell how a racing car driver could drive with honor. Methods: 1. View and discuss the filmstrip, "Honesty". 2. Discuss the meaning of honorable and how we could live honorably, list things we do that show we are honorable. 3. Discuss how racing car drivers can show they are honorable in their driving in the race.	Harlandale Audio Visual Center filmstrips: D-14 "Wheels and Axles" Simple Machines Help Us Work Series C-27 "Simple Machines" General Science Series N-21 "Honesty" Character Building Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MAGNETISM: What do you know about magnets?	The child will be able to perform the following activities: 1. Complete the test on magnets with at least an eighty percent accuracy. 2. Correctly make a magnet and demonstrate its attraction to any object of his choice.	Vocabulary: electric motor - motor eléctrico magnet - imán Concept: Ingenieros y Reparadores de Motores Eléctricos Los ingenieros y reparadores de motores eléctricos necesitan el entendimiento de imanes en el desempeño de sus deberes. Performance Objectives: El alumno contará de a lo menos una manera en la cual podemos usar un motor eléctrico en casa. Methods: 1. Vean y discutan los discos y las películas de los trabajadores de electricidad. 2. Examinen algunos motores eléctricos (de un reloj, abanico, un herramiento para igualar, una mezcladora, etc.) para comparar los tamaños, el modo de ser, la variedad de alambres del motor, y los usos de los motores.	1. Suggested test: (underline the correct response) a. Magnets are made of (wood, metal, cotton, fur, rubber, lead) b. Magnets have (one, two, three, four) poles. They are the (North, South, East, West). c. The earth (is, is not) one big magnet. d. Electricity (can, cannot) be used to make large powerful magnets. e. Boy Scouts, hikers, hunters, sailors would find a magnet in their (food, watch, compass, shoes, hammer, knapsack). f. Magnets are found in practically all (walls, gardens, electric motors, canned food, chairs) around the house. g. Discover what things magnets will pick up from a given collection of objects and several large and small objects. Classify things into those that aren't attracted and things that are. h. Magnets will pick up objects made of _____. i. Will all magnets pick up scissors, pliers, and hammers?_____ j. Explain why some magnets are stronger than others. k. Experiment to determine whether magnets of the same size have the same strength and determine why or why not. 2. Make your own magnet. Rub an object about 20 - 40 strokes all the same direction on a magnet. Test the object to see if it has magnetic attraction. If not try it again, or try another object. Find out which objects can be magnetized easiest.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Electric Motor Engineers and Repairmen Electric motor engineers and repairmen need the understanding of magnets in the performance of their duties. Performance Objectives: The child will tell at least one way we can use an electric motor in our homes. Methods: 1. View and discuss the records and filmstrips of electrical workers. 2. Examine some electric motors (from a clock, a fan, an edger, a mixer, etc.) to compare the sizes, the make-up, the variety of wires to and from the motor, and the uses of the motors.	Concept: One of the standards of character and conduct of Freedom's Code is to help others. Performance Objectives The child will tell at least one way an electric repairman can help others. Methods: 1. Discuss and name as many electrical motors as possible in our homes and in our schools, and talk about how it would be if we didn't have any of those things. 2. Discuss and plan ways to help others. (The children may wish to make place cards for trays in the Children's Ward at the hospital, etc.)	Harlandale Audio Visual Center filmstrips: C-19 "Magnets" Science at Work Series N-12 "Sharing With Others" Guidance Stories Series N-25 "Thoughtfulness" Character Building Series records and filmstrips: PR-691(AA-34) "The Electrical Workers" PR-760(CC-65) "Electrical Worker" Wonderful World of Work Series Bilingual Bilingual Dept., H.I.S.D. filmstrips S-125 Ayudantes para Nuestra Casa S-154 Otros Trajajadores de la Comunidad S-167 ¿En Donde Trabajan los Padres? S-185 Lo que una Ciudad Fabrica	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MAGNETIC FIELDS:	The child will be able to perform the following activities: 1. Describe a horseshoe and a bar magnet and describe what they do. 2. Tell what difference in the strength of magnetism more or less coils make in electro magnets.	Vocabulary: doctor - doctor, médico magnet - imán Concept: Doctores Los doctores a veces usan el conocimiento de imanes en el desempeño de sus deberes. Performance Objectives: El alumno contará de a lo menos una manera en que los doctores usan imanes. Methods: 1. Vean y discutan la película y la cinta de cajita sobre el doctor. 2. Discutan como un doctor puede usar un imán - como cuando saca objetos de metal que los niños se tragan. 3. Discutan y muestren maneras en que usamos imanes para trabajar y jugar.	1. Tell this legend of magnets to the students. A boy about twelve years old, a shepherd boy named Magnes, had tacks in his sandals and an iron tip on his staff. One day, when he was on Mount Ida in Greece, he could hardly pull himself away. He had discovered a new stone which drew iron to it. Today we call that stone a magnet, named for the shepherd boy, Magnes. 2. Demonstrate the extent and properties of a magnetic field exerted by a horseshoe magnet. You will need a strong horseshoe magnet, a spool of thread, 4 to 6 paper clips and a pencil. Hang the horseshoe magnet over a bar, such as the back of a chair. Tie lengths of thread to paper clips and give one to each of several children. Have them hold the top of the string and slowly bring the paper clip near the magnet until the thread is bent but the paper clip is not stuck to the magnet. When all the clips are attracted, pass a pencil between the clips and the magnet to demonstrate that the field will not be broken.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Doctors Doctors sometimes use the knowledge of magnets in the performance of their duties. Performance Objectives: The child will tell at least one way a doctor uses magnets. Methods: 1. View and listen to the filmstrips and cassette of the doctor. 2. Discuss how a doctor can use a magnet, one of which is dislodging metal objects swallowed by children. 3. Discuss and demonstrate ways we can use magnets for work or for play.	Concept: One of the standards of character and conduct of Freedom's Code is to help those in need. Performance Objectives The child will tell at least one way in which a doctor helps others. Methods: 1. Discuss the films on consideration and manners. 2. Discuss ways doctors help us. 3. Plan a class project to help someone for any length of time that the class chooses.	Harlandale Audio Visual Center cassette and filmstrip: cas.t.-20 "I Want To Be A Doctor" I Want To Be Series filmstrips: B-37 "Electro-Magnetism at Work" B-44 "Exploring Magnetism" Wonderworld of Science Series N-19 "Consideration" 16mm film: 16-83 "How We Cooperate" 11 minutes in B/W 16-11 "Are Manners Inportant" 11 minutes in B/W Bilingual Bilingual Dept., H.I.S.D. filmstrips: S-135 Una Visita al Medico S-136 Una Visita al Dentista	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
MAGNETIC FIELDS:	The child will be able to perform the following activities: 1. Correctly draw an illustration to show the magnetic field of a bar magnet. 2. Correctly draw an illustration to show the magnetic field of a horseshoe magnet.	Vocabulary: magnet - imán salvager - una persona que salva cosas como de un naufragio Concept: Salvador de Naufragio Los que salvan cosas de naufragios a veces usan imanes en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos una manera en que una persona que salva cosas de naufragios pueda usar un imán. Methods: 1. Háganle una entrevista a una persona que salva cosas de naufragios acerca de su trabajo y su instrucción. 2. Discutan y hagan una lista de otras clases de salvamento además del suyo. 3. Pongan algunos objetos de metal en un frasco de agua oscura. Aten un imán con un cordón y traten de recobrar el objeto. Discutan las clases de materiales que se podrían salvar con este estilo de operación.	1. Discover the magnetic property of an electric field. You will need a six volt battery, three feet of bell wire, four large dowel rods about ten inches long or four bricks, a 15" square of plywood, a 14" square of tagboard, a switch, iron filings. Use the dowels or bricks under the square of plywood to make a table. Connect a switch to the battery so that it makes a complete circuit. Strip the insulation from the middle of one of the wires and place the stripped portion on the table in any pattern. Place the tagboard over the wire on the table and tape it so that it doesn't slip. Sprinkle the filings on the tagboard and turn on the switch. The filings should take on the pattern of the wire beneath. Discuss why this is so. 2. Discover the direction of the magnetic fields in different types of magnets. Use a piece of heavy cardboard, or a piece of window glass with supports for the four corners to form a table. Lay a piece of white butcher paper on the glass. Sprinkle iron filings on the top. Place a bar magnet under the center of the "table". Hold very still and watch the iron filings make patterns of the magnetic field. Draw what they see. Replace the bar magnet with a horseshoe magnet and observe the change in the fields. Draw what they see. 3. Try placing like and unlike poles of two magnets together and observe what happens.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Salvagers Salvagers sometimes use magnets in the performance of their duties. Performance Objectives: The child will name at least one way a salvager might use a magnet. Methods: 1. Interview a salvager about his work and the training for his work. 2. Discuss and list other types of salvage besides his own type. 3. Drop some metal objects in a deep container of darkly colored water. Tie a magnet on a string and try to retrieve the object. Discuss the types of materials that might be salvaged with this type operation.	Concept: Being able to provide a service to others gives a feeling of well being. Performance Objectives The child will be able to tell at least one way a salvager could provide a service. Methods: 1. Discuss the way salvagers can provide services for us. 2. Discuss ways we can be of service to others. 3. Discuss how we feel when we have been able to provide a service to someone.	1. Harlandale Audio Visual Center filmstrips: z-5 "Magnetism and Electricity" Science For Beginners 2. Education Service Center, Region 20 4851 "Explaining Matter" 11 minutes in color 4537 "Simple Demonstration With Magnetism" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
ELECTRICITY: Conductors	The child will be able to perform the following activities: 1. Define correctly the meaning of conductor as related to electricity. 2. On a given list of materials, write whether or not each item is a good conductor or a poor conductor of electricity.	Vocabulary: conductor - conductor electricity - electricidad material - material Concept: Electricistas Los electricistas necesitan el conocimiento de electricidad y materiales que son conductores de electricidad. Performance Objectives: El alumno nombrará a lo menos un uso del conocimiento de conductores que hace un electricista. Methods: 1. Vean y escuchen el disco de los electricistas. Discutan sus deberes. Ejemplos: reparadores de lineas electricas, los que ponen los alambres en las casas o edificios, los que trabajan con máquinas electricas, reparadores. 2. Háganle una entrevista a un electricista de su trabajo y su instrucción y como consegui: licensia para ser electricista y por que se necesita licensia.	Experiment to see if things other than copper wire conduct electricity. You will need 2 dry cell batteries, 4 pieces of covered copper wire, 2 nails, a block of wood, a strip of copper, a door bell; materials that you want to test, such as rubber bands, cardboard, pencil, ruler, crayon, eraser, string, asbestos, nail, steel file, screwdriver, knife, strips of aluminum foil, plastic, wood, glass, scissors, etc. Use copper wire to connect a positive (middle) post of one battery to a negative post (outside) of another. Drive the nails into the back of wood about 1½ inches apart. Use wire to connect the other positive post to one of the nails. Another wire connects the other nail to the other screw on the bell. The bell still will not ring. Place the strip of copper across the nails and see what happens, this is the switch. Anything across here will complete the circuit if it is a conductor of electricity. Try all the materials. Keep a record of those that are good, those that are fair and those that are poor conductors.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Electricians Electricians need the knowledge of electricity and materials that are conductors of electricity. Performance Objectives: The child will name at least one use that an electrician makes of his knowledge of conductors. Methods: 1. View and listen to the record of electrical workers. Discuss the duties of electricians. Examples: Linemen, house or building wirers, mechanics for the electrical production machines, repairmen, etc. 2. Interview an electrician about his work and training and how to get an electrician's license and why the license is needed.	Concept: Mastering a skill gives a feeling of well-being. Performance Objectives The child will tell at least one skill an electrician has to master. Methods: 1. Discuss the skills needed by electricians and how they attain these skills. 2. Discuss what it takes to be a good writer, reader, painter, musician, etc. Examples: talent and practice. 3. Ask the students to choose a skill they would like to master and then plan steps in mastering the skill.	1. Harlandale Audio Visual Center filmstrips: Z-5 "Magnetism and Electricity" Science For Beginners Series C-96 "Producing Small Amounts of Electricity" Correlated Science Series B-38 "Producing Electricity" B-39 "Electricity at Home" Wonderworld of Science Series C-25 "Home Electrical Appliances" General Science Series C-16 "Electricity" Science at Work Series records and filmstrips: PR-691(AA-34) "The Electrical Worker" Wonderful World of Work, Set II PR-769(CC-76) "A Trip to An Electrical Plant" Classroom Journeys Series 16mm film: 16-342 "What Is Electricity?" 3 minutes in B/W 2. Education Service Center, Region 20 4737 "Heat and How We Use It" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrip with record: #3 "Working" M-W-60 Living In Mexico Today Series filmstrips: S-125 Ayudantes para Nuestra Casa S-141 Usando el Teléfono	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
ELECTRICITY:	The child will be able to perform the following activities: 1. Correctly define static electricity. 2. Demonstrate the production of electricity through any experiment of his choice.	Vocabulary: dry cleaning - tintorería laundry - lavandería laundryman - lavandero static electricity - electricidad estática prevent - prevenir Concept: Lavanderos y Tintoreros Los lavanderos y tintoreros necesitan saber de electricidad estática y como prevenirla. Performance Objectives: El alumno contará de a lo menos una manera por la cual un lavandero puede prevenir la electricidad estatica en nuestra ropa. Methods: 1. Discutan la diferencia entre tintorería y lavandería y también de lo que tienen en común - el limpiar ropa. 2. Vean y escuchen la película con disco de la lavandería y discutan los servicios. 3. Háganle una entrevista a un operario o dueño de una lavandería o tintorería.	Experiment to find out how to make electricity without a battery. a. Materials - wool rug, piece of metal. Walk up and down in a room that has a rug on the floor. Touch someone and see what happens. Do it again and touch a piece of metal or foil, see what happens. Why did it happen? b. Materials - wool rug, dark room, cat. Walk back and forth on the rug. Touch someone. What did you see and hear. Rub a cat the same way many times; what did you see and hear: why? c. Materials - two balloons and two pieces of string, wool material. Blow up the balloon and tie each with a piece of string about 1½ feet long. Hold the string of the balloons, one in each hand. Be sure the balloons touch each other. Have someone rub each balloon carefully with a piece of wool. Now bring them together. What happened? Why? d. Materials - several balloons, wool. Blow up the balloons. Tie them. Rub them with a piece of wool. Touch them to the wall. What happened? How long did they stay together? Could you use this idea? How? Why did it happen.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Laundrymen and Dry-Cleaners Laundrymen and dry cleaners need to know about static electricity and how to eliminate it in their work. Performance Objectives: The child will tell at least one way a laundryman can prevent static electricity in our clothing. Methods: 1. Discuss the difference in dry cleaning and laundry, and also discuss what is one thing they have in common (they both clean clothes). 2. View and listen to the filmstrip and the record of the laundry and discuss its services. 3. Interview a laundry or dry cleaning operator or owner about his work. 4. Discuss what makes static electriclty in our clothing and how it can be prevented.	Concept: We can be proud when we have completed work to the best of our abilities. Performance Objectives The child will tell at least one thirg of which a good laundryman could be proud. Methods: 1. After listening to the record of the laundry story and viewing the filmstrip of the laundry, discuss what could cause the laundryman to have feeling of pride in his work. Examples: good job of cleaning and pressing, customers who keep coming back, good workers to help them, a neat clean building in which to work, etc. 2. Discuss what we can do in order to feel proud.	1. Harlandale Audio Visual Center filmstrip: AA-6 "Our Neighborhood Laundry" Our Neighborhood Workers Series record: PR-752 "The Laundry Story" 2. Education Service Center, Region 20 4538 "Simple Demonstrations with Static Electricity" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrips: S-125 Ayudartes para Nuestra Casa S-185 Lo que una Ciudad Fabrica	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
LIGHT: How it travels How can visibility be measured?	The child will be able to perform the following activities: 1. Correctly define, in writing, light and give at least two examples of uses of light. 2. Orally describe how light travels and in what direction it travels. 3. Correctly describe the meaning of visibility and give at least one reason visibility is important.	Vocabulary: light - luz specialist - especialista meteorologist - meteorólogista visibility - visibilidad Concept: Especialistas del alumbrado y Meteorólogistas Los especialistas del alumbrado y los meteorólogistas necesitan el conocimiento de la luz y la visibilidad en el desempeño de sus deberes. Performance Objectives: El alumno contará de a lo menos un uso que hacen los especialistas del alumbrado de la luz y la visibilidad. Methods: 1. Escuchen y discutan el disco y la película de la planta eléctrica. Hagan una lista de todos los trabajos que se identificaron en la película y el disco. 2. Háganle una entrevisita a un meteorólogista acerca de su trabajo, su instrucción, y de como usa la visibilidad en su trabajo. 3. Discutan y hagan una lista de los usos del alumbrado.	1. Obtain a cardboard box such as a shoebox and cut a narrow slot one inch deep in the center of the top edge of each end. Put two cardboard partitions in the box, spaced so as to divide the box in thirds and cut slots in the center of each, just like those on the ends. Cut a third partition the same size as the two but cut the slot an inch from the center. Do not put this partition in place yet. Place a flashlight near one end and cover the top of the box. Look through the hole in the opposite end of the box, observe the light. Hold a piece of paper near the end and observe how the light strikes the paper. Remove the cover and insert the third partition. Replace the cover and observe the hole at the end of the box. What can you conclude about the way light travels through air? 2. Obtain a long measuring tape. Find a place near the school that is open enough to be able to see in all directions. This will be your observation point to each of several landmarks in the area, a tree, a house, a water tower, a fence, etc. Measure from the observation point to each of the landmarks that can be seen easily. Try to decide what the visibility is each day for a week. Stand at your observation point and try to observe the familiar objects whose distances you know. If the object can be seen easily, the visibility is at least as much as the distance to the object. If it cannot be seen, the visibility is less than the distance to the object. Record the information. What causes the change in visibility?

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Lighting Specialist and Meteorologists Lighting specialists and meteorologists need the knowledge of light and visibility in the performance of their duties. Performance Objectives: The child will tell at least one use that lighting specialists make of lighting and visibility. Methods: 1. Listen to and discuss the record and filmstrip of the electrical plant. List all the jobs identified in the film and on the record. 2. Interview a meteorologist about his work, his training, and how he uses visibility in his work. 3. Discuss and list ways lighting is used.	Concept: Being able to provide a service for others gives a feeling of well-being. Performance Objectives The child will tell at least one service that is provided by lighting specialists and at least one service provided by meteorologists. Methods: 1. Make a list of as many uses of lighting as possible in the home, at school, in business, in recreation areas, in theaters, etc. 2. Discuss whether or not we benefit from the skills of lighting engineers or meteorogists. 4. Discuss how we feel when we are able to do something for someone.	Harlandale Audio Visual Center filmstrips: C-17 "Light" Science at Work Series C-60 "Light and How It Travels" C-61 "Light and Color" Light Heat and Sound Series Record with filmstrip: PR-769(CC-76) "A Trip To An Electrical Plant" Classroom Journeys Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
HEAT AND ENERGY: What is heat conduction	The child will be able to perform the following activities: 1. Correctly define conduction in writing. 2. Orally describe what happened in the experiment of wax and marbles. 3. Orally explain the difference in conduction of heat in copper and in glass.	Vocabulary: central heating - calefacción central conduction - transmisión, conducción Concept: Ingenieros y Reparadores de Calefacción Central Los ingerieros de calefacción central necesitan saber de la conducción del calor en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos un uso que hacen los ingenieros de sus deberes. Methods: 1. Vean y discutan la película de "Gas, Electric, Plumbing and Other Installations". Discutan todos los trabajos que tratan con el dibujo, la fabricación, la instalación, la operación y la reparación de proyectos de calefacción. 2. Háganle una entrevista a un ingeniero de calefacción acerca de su trabajo y su instrucción.	1. Turn on an electric hot plate. Light a candle and drop a few drops of wax at spots about 2 inches apart on a thick copper wire. While wax is soft, place a small glass marble in each spot and let the wax harden. Place one end of the thick copper wire over the coils of the hot plate. Observe what happens to the marbles. What do you notice happens to the wax? How do the marbles drop? What might cause the difference in time needed to meet the wax at the different points on the wire? How does heat get from one end of the copper wire to the other? Repeat the experiment using a glass rod instead of copper wire. What difference did you observe? How well does copper conduct heat compared to glass? 2. Turn on an electric hot plate or light a candle. Take a piece of thick copper wire about 10 inches long. Does it feel warm or cool? Hold one end of the wire and hold the opposite end near the heat. After a few minutes what do you notice about the temperture of the wire where you are holding it? Is it warm or cold? How does the heat get from one end of the wire to the other? In what direction does heat travel?

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Central Heating Engineers or Repairmen Central heating engineers need to know about heat conduction in the performance of their duties. Performance Objectives: The child will name at least one use made of the knowledge of heat conduction by heating engineers. Methods: 1. View and discuss the filmstrip "Gas, Electric, Plumbing and Other Installations". Discuss all the jobs involved in designing, manufactoring, installing, operating, and repairing heating devices. 2. Interview a heating engineer about his work and his training.	Concept: Providing a service and adding to the comfort of others gives a feeling of well-being. Performance Objectives The child will tell at least one thing that heating engineers provide for comfort. Methods: 1. Discuss what it takes to make us comfortable and make a list of our creature comforts. 2. Discuss what heating engineers contribute to our comfort. 3. Compile a list of things we can do to provide comfort to others.	Harlandale Audio Visual Center filmstrips: C-57 "Cause and Nature of Heat" C-58 "How Heat Causes Expansion" C-59 "How Heat Travels" Heat, Light and Sound Series S-56 "Light, Heat and Sound" Science For Beginners Series AA-84 "Gas, Electric, Plumbing and Other Installations" The Story of House Building Series Bilingual Bilingual Dept., H.I.S.D. filmstrip: S-126 Ayudantes para Nuestra Escuela	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
SOUND: Where does sound come from? Pitch Volume	The child will be able to perform the following activities: 1. Name at least five things that produce sound. 2. Demonstrate a low pitched sound and a high pitched sound.	Vocabulary: pitch - grado de tono radio - radio sound - son, sonido television - televisión transmission - emisión Concept: Ingenieros de Radio y Televisión Los ingenieros de radio y televisión usan el conocimiento del grado de tono, volumen, y la emisión de sonido en el desempeño de sus deberes. Performance Objectives: El alumno contará de a lo menos una manera en la cual un ingeniero de radio y televisión puede usar su conocimiento del sonido. Methods: 1. Vean y discutan la cinta de cajita de la estación de televisión. 2. Hagan una excursión a una estación de radio y televisión. 3. Háganle una entrevista a un técnico de sonido de una estación de televisión acerca de su trabajo y su instrucción.	1. Stretch a broken rubber band between your fingers. Pluck the center of the rubber band. What do you observe? What is a vibration? Stretch the band tighter and pluck it again. How does it act differently from the the first time? Describe these differences. 2. Obtain a small tuning fork. Strike it gently and hold it near your ear. What do you observe? Is it a constant tone or a changing tone? What do you think is necessary for objects to produce sounds? 3. Take a large, heavy tuning fork and strike it with a rubber hammer. What kind of sound does it produce? Strike it a hard blow. Is there a difference? Describe what happened. Strike a small tuning fork. What sound did it produce? What happens if you strike it harder? What is the difference in the sounds of the two forks? 4. Obtain a comb at least six inches long. Hold it close to your ear and rub your fingernail along the edge of the teeth of the comb. What did you hear? Repeat it several times and increase the speed with which you rub the comb. Is there a difference in the sound? Try it very slow. What happens? 5. Obtain a stringed instrument and pluck the strings. Observe whether or not there is a difference in the sounds of thicker and thinner strings. Place your finger along different places on the string and pluck it. Do you see any relationship to the length of the string and the sound or pitch?

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Radio and Television Engineers Radio and television engineers use the knowledge of pitch, volume, and sound transmission in the performance of their duties. Performance Objectives: The child will tell at least one way a radio or television engineer can use his knowledge of sound. Methods: 1. View and Discuss the cassette tape of the television station. 2. Visit a radio and television studio on a field trip. 3. Interview a sound technician from a television studio about his work and his training.	Concept: One of the standards of character and conduct of Freedom's Code is to be considerate or show consideration. Performance Objectives The child will tell at least one way a radio or television engineer can show consideration. Methods: 1. View and discuss the filmstrip on consideration and the film on kindness. 2. Discuss ways in which radio or television engineer can show consideration for others. 3. Role play an engineer (who is inconsiderate) recording (use classroom tape recorder) an interview of a politician about what he will do if he is elected to the office of mayor.	Harlandale Audio Visual Center 16mm: 16-89 "Kindness to Others" 11 minutes in color 16-199 "Sounds of Music" 9 minutes in B/W filmstrips: N-19 "Consideration" Character Building Series C-20 "Sound" Science At Work Series C-62 "Cause and Nature of Sound" C-63 "How Sound Travels" Heat, Light, and Sound Series cassette tape: Cas.t.-74 "Visiting a Television Station" All Aboard! Let's Go! Series Bilingual Bilingual Dept., H.I.S.D. S-166 La Gran Ciudad	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
THE EARTH: The layers of the earth	The child will be able to perform the following activities: 1. Correctly write the names of the three layers of the earth. 2. Write the approximate depth of each layer. 3. Name at least five materials from the earth and at least one use for each.	Vocabulary: driller - una persona que taladra earth - tierra locate - colocar oil - aceite Concert: Trabajadores que Hallan y sacan aceite Los trabajadores que buscan y encuentran y sacan el aceite de la tierra necesitan saber de los lechos de la tierra para desempeñar sus deberes. Performance Objectives: El alumno contará de a lo menos una razón por qué los trabajadores del aceite necesitan saber de los lechos de la tierra. Methods: 1. Vean y discutan la película con disco del aceite. Discutan algunos de los trabajadores y lo que hacían. 2. Discutan donde se puede encontrar aceite y como se saca de la tierra o del mar. 3. Hagan una lista de los usos del aceite. 4. Háganle una entrevista a alguna persona de la industria del aceite.	1. Examine an illustration of the earth's make-up, showing the core, mantle and crust. Divide the class into three groups to study the three layers of the earth and research information from the text and the encyclopedias. Arrange a collection of materials from the earth, a variety of soil, varieties of rocks, gravel, sand, clay, caliche, loam, dust, as many mineral samples as possible, water, oil, etc. Lable each display and write a summary of information found on each item, such as where generally found and its uses. 2. Use transparency #6 from The Earth, Sun and Stars by Millikin publishing Company. (See sample page in the appendix). View and discuss the earth's makeup, and the activities suggested at the bottom of the page. If the transparency is projected on the blackboard, the activities could be marked on the board with chalk. 3. Using paper mache, construct a model of the earth's layers. Make the core 4 inches in diameter. Let it dry. Add a layer 7/8" thick around three fourths of the core and let it dry. Add 1/8" over the layers to show the core, mantle and crust of the earth. A piece of cardboard may be used to press the inner edges of the mantle to make a neat cut away section (about ¼ or 1/3 slice removed).

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Oil Locaters and Drillers Oil locaters and drillers need knowledge of the earth's layers in the performance of their duties. Performance Objectives: The child will tell at least one reason that oil workers need to know about the layers of the earth. Methods: 1. View and discuss the filmstrips and record about oil. Discuss some of the workers and what they were doing. 2. Discuss where oil can be found and how it is taken from its location on dry land or from the floors of the ocean. 3. List some of the uses of oil. 4. Interview someone from the oil industry.	Concept: One of the standards of character and conduct of Freedom's Code is to make wise use of our time and talents. Performance Objectives The child will tell at least one way oil workers can use their talents wisely. Methods: 1. Discuss how oil workers use their talents, whether we feel it is a wise use, whether others can benefit from these talents, etc. 2. Discuss ways we can use our talents wisely. Have each child who wishes tell at least one thing that he or she does well. Have them suggest at least one way they could use that talent wisely.	Harlandale Audio Visual Center filmstrips: CC-34 "Oil, Wealth From the Ground" American: People, Products, Resources B-19 "The Earth In Space" The Earth and the Universe A-42 "Story of Rivers" A-43 "Story of Underground Water" A-44 "Story of Air" A-45 "Story of Mountains" A-46 "Story of Ice and Glaciers" A-47 "Story of Volcanoes" The Earth and It's Wonders Series B-46 "Our Earth" The Earth and It's Neighbors in Space record and filmstrip: PR-692(AA-35) "Gas and Oil Co." Wonderful World of Work, Set II Bilingual Bilingual Dept., H.I.S.D. filmstrips: S-173 Como Viajamos S-174 El Transporte es Importante #3 "Working" M-W-60 Living in Mexico Today Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
THE EARTH: Changes	The child will be able to perform the following activities: Correctly describe the changes on the earth brought about by the following, orally or in writing: Water Wind Heat	Vocabulary: agent - agente agricultural - agricultural weather - tiempo Concept: Agentes Agriculturales Los agentes agriculturales necesitan saber de los efectos del tiempo en las plantas en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos una manera que los agentes agriculturales usan el conocimiento del tiempo y la erosion de la tierra en su trabajo. Methods: 1. Vean y discutan la película de agricola, tierra, agua y aire. 2. Háganle una entrevista a un agente agricultural de su trabajo y su instrucción. Hagan una lista de los servicios que le surte a los campesinos, como el de interpretar las restricciones de planta, bancos de tierra, conservación, control de erosión, sugestiones acerca de que clases de plantas, sembrar segun la tierra, el clima, etc.	1. Break a piece of limestone into pieces about the size of peas. Keep some aside. Place the rest in a jar half full of water and fasten on a lid. Shake vigorously 200 times. The students may take turns shaking. Dip out the rocks and compare with the ones set aside. What do you think caused this dissolving? Repeat the process with the rocks. Examine again and discuss how this relates to rocks in a stream. 2. Obtain an aluminum pie pan and some dry sand. Place it near a window. Turn an electric fan on the sand. What happens to the sand? Obtain a piece of sandpaper and several kinds of rocks. Strike the sandpaper across the rocks. How is this like wind blowing the rocks. What happens when you rub soft rocks with sandpaper, and hard rocks with with sandpaper? 3. Fill a balloon half full of air and place it in the sunlight or on a warm object. Describe what happens. Place the balloon in ice water. Describe what happens to the balloons. Place a thermometer on a flat rock in the sun. Place another thermometer on a flat rock in the shade. Read and record the results after one hour. What made the difference? Heat several pieces of shale in a pan. When the shale is hot, drop it into a container of water. Describe what rapid temperature changes do to rocks. Where would rocks be exposed to such temperature changes? How does the sun break rocks?

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Agricultural Agents Agricultural agents need to know about the effects of the weather on plants in the performance of their duties. Performance Objectives: The child will name at least one way that agricultural agents use knowledge of weather and soil erosion in their work. Methods: 1. View and discuss the filmstrips of agriculture, soil, water and air. 2. Interview an agricultural agent about his work and his training. List services he provides for the farmers, such as interpreting government planting restrictions, soil banks, conservation, erosion control, suggestions about what to plant according to the type of soil, the climate, etc.	Concept: One of the standards of character and conduct of Freedom's Code is to help others. Performance Objectives The child will tell at least one way an agricultural agent can help others. Methods: 1. Discuss ways in which we can help others in our class, at home, and in our community. 2. Discuss how the agricultural agent shares his knowledge of farming to help them produce more and better products.	Harlandale Audio Visual Center: filmstrips: AA-89 "Agriculture" American at Work Series BB-92 "Modern Agriculture" Community Series: Agriculture and Industry records and filmstrips: PR-703(AA-51) "Our Soil" PR-704(AA-52) "Our Water and Air" Learning About Conservation Series Bilingual 1. ESC Region XX films: 43003 Una Hacienda Mexicana 8756 La Argentina - Donde el Campo y la Ciudad se Encuentran 2. Bilingual Dept., H.I.S.D. filmstrips: S-175 Una Visita a una Granja S-186 Comestibles del Campo S-172 La Ciudad y el Campo se necesitan uno a Otro	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
THE EARTH: The earth changes by erosion	The child will be able to perform the following activities: Correctly define the meaning of erosion, and name at least one way to prevent erosion. This may be done orally or in writing.	Vocabulary: erosion - erosión farmer - hacendado soil-tierra farm - rancho Concept: Hacendados Los hacendados necesitan saber de la erosión de la tierra para tener ranchos productivos. Performance Objectives: El almno nombrará a lo menos una manera en la cual un hacendado puede combatir la erosión. Methods: 1. Vean y discutan tantas cintas y películas como sea posible de las diferentes clases de cultivación y películas de otras clases de cultivación. 2. Discutan como el saber prevenir la erosión seria de valor para todas clases de cultivacion. 3. Hagan una lista de las maneras en cuales el hacendado podría prevenir la erosión. 4. Háganle una entrevista a un hacendado de su trabajo, su instrucción, sus problemas, y ventajas y desventajas.	1. Fill an aquarium or a plastic dishpan half full of good top soil mixed with sand. Make a fairly steep slope in one end and make the top of the hill flat. Ask the children if they know what will happen to the soil when it rains. Then sprinkle the hill with a watering can. Observe what did happen? Plant some hedge clippings in the soil on the hill and the slope by pushing them down several inches deep. Sprinkle the clippings with a watering can each day and observe what is happening. When the water is running off the soil, where does the soil go? How does the soil on the top look? How does the soil on the bank look? Is there new soil at the bottom of the tank? What does it look like? What happens to the soil if little depressions are make around the clippings? Japanese farmers plant their plants on little mounds of earth. This is called terracing. Try this and see what effect it has on the soil. Have the students suggest other possible solutions to the erosion problem. Try implementing their suggestions on the model and observe whether their suggestions work.

CAREER AWARENESS

Concept:

Farmers

Farmers need to know about soil erosion in order to have productive farms.

Performance Objectives:

The child will name at least one way in which a farmer can combat erosion.

Methods:

1. View and discuss as many of the cassette tapes and filmstrips as possible about the different types of farming, and the films about other types of farming.
2. Discuss how the knowledge of how to prevent erosion would be of value for all types of farming.
3. List some ways the farmer could prevent erosion.
4. Interview a farmer about his work, training, problems, and advantages and disadvantages.

CHARACTER EDUCATION

Concept:

Necessary traits of character and conduct for farmers are to be versatile and patient.

Performance Objectives

The child will tell at least one reason why farmers need to be versatile and patient.

Methods:

1. Locate versatile and patient in a dictionary and discuss the meaning.
2. Discuss how farmers need to be versatile and patient because of the many skills needed and because of the many interruptions because of weather conditions, etc.

AUDIO-VISUAL AND RESOURCE MATERIALS

Harlandale Audio Visual Center:

cassette tapes:

Cas.T-69 "Visiting a Farm"
All Aboard! Let's Go! Series
Cas.T-2(BB-13) "The American Farmer"
Cas.T-3(BB-14) "Animals on the Farm"
Cas.T-3(BB-15) "Machines on the Farm
Cas.T-4(BB-18) "Dairy Farming"
Cas.T-5(BB-20) "Fruit Farming"
Cas.T-6(BB-21) "Truck Farming"
The American Farmer and Our Food Supply Series

16 mm films:

16-464 "The Cotton Farmer"
14 minutes in color
16-535 "The Wheat Farmer"
13 minutes in color
16-170 "Winter on the Farm"
10 minutes in color

Education Service Center, Region 20:

4815 "Erosion", 11 minutes in color

Bilingual

Bilingual Dept., H.I.S.D.
filmstrips:
S-167 ¿En Donde Trabajan los Padres?
S-172 La ciudad y el Campo se necesitan uno a Otro

TEACHER'S COMMENTS

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
THE EARTH: Changes continued	The child will be able to perform the following activities: 1. On a given list of at least ten things that cause changes on earth, correctly match each with at least one result of each change. 2. Choose one thing that causes changes and write a report on the effects of this change.	Vocabulary: civil - civil, de los ciudadanos defense - defensa, protección director - director earth - tierra Concept: Directores de la Defensa Civil Los directores de la defensa civil necesitan el conocimiento de los cambios de la tierra para desempeñar sus deberes. Performance Objectives: El alumno contará de a lo menos una manera en la cual un trabajador de la defensa civil usa su conocimiento de los cambios de la tierra en su trabajo. Methods: 1. Háganle una entrevista a un trabajador de la defensa civil acerca de su trabajo en tiempos de desastres. 2. Busquen periódicos o revistas con historias y retratos de areas después de inundaciones. 3. Discutan otros trabajos de la defensa civil y la necesidad de tener planes para emergencias.	1. Divide the class into groups to prepare a project on one of the things that cause changes on our earth. The groups may make three dimensional boxes, table displays, murals or charts to demonstrate the effects of one of the following changes on the earth: earthquakes; volcanoes; faults; springs; geysers; floods; caves; underground water, oil, and gas; tidal waves; snowstorms; hailstorms; tornadoes; hurricanes; typhoons; monsoons; man-made explosions: etc. 2. Have a display of all the projects when completed. Invite other classes to visit your exhibit, or invite the parents to your exhibit.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: CIVIL DEFENSE DIRECTORS Civil defense directors need the knowledge of the earth's changes in order to perform their duties. Performance Objectives: The child will tell at least one way a civil defense worker uses his knowledge of the earth's changes in his work. Methods: 1. Interview a civil defense worker about his work in times of disaster. Ask him to bring films of some of his work and his booklets on what to do in case of emergencies. 2. Locate copies of newspapers or magazines with stories and pictures of areas after floods. 3. Discuss other jobs associated with civil defense and the need for planning ahead for what to do in case of emergencies.	Concept: One of the standards of character and conduct of Freedom's Code is to fulfill obligations of citizenship. Performance Objectives The child will tell at least one way in which a civil defense worker fulfills his obligations of citizenship. Methods: 1. Discuss ways in which civil defense workers help other citizens of our city, state or country. 2. Discuss why we need civil defense workers and whether this service is of benefit in re-establishing the community. 3. Discuss ways that we can fulfill our obligations of citizenship.	Harlandale Audio Visual Center: filmstrips: A-36 "Work of Running Water" A-37 "Work of the Wind" A-38 "Work of Ground Water" A-39 "Work of the Sea" A-40 "Work of Snow and Ice" A-41 "Work of Internal Forces" Our Ever Changing Earth Series C-3 "Our Changing Earth" Science I Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
THE UNIVERSE : The solar family	The child will be able to perform the following activities: 1. On a given chart of the planets, correctly lable each. 2. Name two planets that we believe have water. 3. Write a report from research done on at least one of the planets. 4. Explain correctly to visitors or the class the correct relationship of the planets to the sun.	Vocabulary: communicate - comunicar communications - comunicación planet - planeta star - estrella specialist - especialista telephone - teléfono universe - mundo, universo Concept: Especialistas de Comunicaciones Telefónicas Los especialistas de comunicaciones telefónicas usan el conocimiento de planetas y estrellas para comunicar con proyectos como Tel-Star con todo el mundo. Performance Objectives: El alumno nombrará a lo menos un uso que los especialista de comunicaciones hacen de su conocimiento del mundo. Methods: 1. Vean, escuchen, y discutan la película con disco del servicio telefónico. 2. Visiten la compañía de teléfonos y háganles entrevistas a los trabajadores de los medios de comunicarse rapidamente con otros continentes. 3. Pídanle de prestamo una película acerca de comunicaciones a la compañía de teléfonos para ensenar en la escuela.	1. Examine a chart of the planets and moons of the solar systems. Use this chart enlarging the sun and planets five times. Blow up round ballons to the correct size for each planet. Using bottles, liquid starch, dip newspaper strips in the starch and begin covering the balloons to about 1/8"-¼" thickness. Let them dry thoroughly. While drying do research in encyclopedias about their surfaces and add hills, mountains, valleys, craters, rills, etc. using paper mache. They may be painted with water color or poster paint if they wish. These may be suspended from the ceiling in the right relationship to the sun or on a bulletin board covered with blue paper or white paper colored blue with chalk. (See chart in the appendix) 2. View the space films of John Glenn and Shephered and discuss what man is learning about space from the space flights. Interview someone from the space program about some new purposes of the satellites and the sky-lab. Borrow films from the space program for viewing and discussing. 3. Study the transparencies of the sun and moon p. 13 and 11.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Telephone Communications Specialists Telephone communications specialists use knowledge of planets and stars to communicate by devices such as Tel-Star processes to all parts of the world. Performance Objectives: The child will name at least one use that communication specialists make of their knowledge of the universe. Methods: 1. View, listen to and discuss the filmstrip and record of telephone service. 2. Visit the telephone company and interview the personnel about means of communicating with other continents quickly. 3. Ask the telephone company about borrowing their film on communications for a showing at your school.	Concept: One of the standards of character and conduct of Freedom's Code is to help others. Performance Objectives The child will tell at least one way that communications specialists help others. Methods: 1. Discuss how telephone service helps us. 2. Discuss how communications have changed since the time Indians sent smoke signals and the settlers sent runners or ponies with riders to deliver messages. 3. Discuss ways we can help others.	Harlandale Audio Visual Center filmstrips: C-6 "The Sun's Family" The Sky Series B-47 "The Moon" B-48 "The Solar System" The Earth And It's Neighbors In Space records and filmstrip PR-693(AA-36) "Telephone Service" Wonderful World of Work Series Bilingual Bilingual Dept., H.I.S.D. filmstrips: S-141 Usando el Teléfono S-25 Ayudantes para Nuestra Casa S-168 ¿En Dónde Trabaja Mamá? S-169 Como la Gente se Gana la Vida	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
THE HUMAN BODY: Body organs and their functions	The child will be able to perform the following activities: Name at least one function of each of the following body parts: ears, eyes, lungs, heart, stomach, kidneys, liver, lymph glands, nerves, and brain.	Vocabulary: body - cuerpo surgeon - cirujano Concept: Cirujanos Los cirujanos necesitan saber las funciones de las partes del cuerpo en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos una razón por que un cirujano necesita saber de las partes del cuerpo y sus funciones. Methods: 1. Vean y escuchen la película con disco "I Want to be a Doctor", y discutan que instrucción es necesaria. 2. Háganle una entrevista a un cirujano acerca de su trabajo, instrucción, ventajas y desventajas en su trabajo. 3. Discutan la importancia de que hagamos lo que ordena el médico cuando lo consultamos.	1. View and discuss the films and the filmstrips on the human body. 2. A plastic human body with removable parts can be obtained from a school supply house to study the location of the body parts and how they function. 3. Check out books from the library about doctors and surgeons for the class to read and report any interesting or unusual information about the medical profession. 4. Scan newspapers and magazines for new treatments. Examples: heart operations, new techniques in removing cataracts, etc. Reserve a place on the bulletin board to display what is new in the treatment of diseases or malfunctioning body parts.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: SURGEONS Surgeons need to know the functions of body parts in the performance of their duties. Performance Objectives: The child will name at least one reason a surgeon needs to know about body parts and their functions. Methods: 1. View and listen to the filmstrip and record of "I Want To Be a Doctor" and discuss what training is necessary. 2. Interview a surgeon about his work, training, and the advantages and the disadvantages of his work. 3. Discuss the importance of our following the doctor's orders after going to him for help.	Concept: One of the standards of character and conduct of Freedom's Code is to help those in need. Performance Objectives The child will tell at least one way a surgeon could help others. Methods: 1. Have the students tell about any ways they have been helped by a surgeon. Discuss the difference between doctor and surgeon. 2. Discuss other types of doctors and the way they help others. 3. Plan a scrapbook of pictures cut from magazines or free hand drawings to be placed in a doctor's office waiting room to help entertain children who are waiting for the doctor.	Harlandale Audio Visual Center: filmstrips: Mi-106 "The Skin: Structure, Function and Care" A-16 "Finding Out About Your Body" Basic Primary Science Series U-36 "Body Defense Against Disease" U-38 "Digestion of Food" U-39 "Distributing Heat and Energy" U-40 "Eyes and Their Care" U-42 "Heart and Circulation" U-44 "Control of Body Temperature" U-45 "Ears and Hearing" U-46 "Endocrine Glands" U-47 "Heredity" U-48 "Mechanics of Breathing" U-49 "Nervous System" V-1 "Work of the Kidneys" The Human Body Series cassette tape and filmstrip: Cas.T.-20 "I Want To Be A Doctor" I Want To Be Series 16 mm films 16- 58 "Exploring Your Growth" 10 minutes in color 16-610 "Food That Builds Good Health" 11 minutes in color 16-593 "Health, Your Senses and Their Care" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. filmstrips: S-135 Una Visita al Médico S-136 Una Visita al Dentista	

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SOCIAL STUDIES - FOURTH GRADE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man Compares His Environment to the Environment of Others: Meaning of Environment Family and Group Living	The child will be able to perform the following activities: 1. Correctly define environment orally or in writing. 2. List at least four kinds of environments for people. 3. List at least three customs that are a part of their own environment. 4. Name orally at least four things which are part of the environment in which all of the class live.	Vocabulary: custom - costumbre environment - ambiente foster parent - padre de crianza Concept: Padres de Crianza Los padres de crianza necesitan saber como ayudar a los niños a adaptarse a diferentes ambientes y costumbres. Performance Objectives: El alumno podrá nombrar a lo menos una manera en la cual un padre de crianza puede ayudar a un niño a adaptar a un ambiente nuevo. Methods: 1. Háganle una entrevisita a un padre de crianza preguntándole de sus deberes y los requisitos para este trabajo. 2. Discutan por que se necesitan los padres de crianza y que clase de gente son estos padres. 3. Si la clase desea y lo decide, consigan nombres de niños en algún asilo de huerfanos de la comunidad y háganse amigos de correspondencia o mándenles tarjetas en ocasiones especiales.	1. Examine pictures from National Geographic Magazines, other magazines, or resource pictures from social studies media kits, looking for different types of environments in which people live. List the findings on the board. Find many words to describe those environments. 2. Ask the children to tell of any custom their family observes of which they would like to share. Discuss why the family observes this custom, was it handed down in the family, or did they decide to start it in their own family? 3. Discuss some ways all families and all parents are probably alike, or are different. 4. Discuss the following family or group living: (See the appendix) a. basic family group - caring for itself and living alone b. commune - members share work and the children often live together c. decentralized family life - the state helps care for the children and the aged d. small tribes - everyone helps each other 5. Discuss family jobs, fun, problems or things you like about your own family. Write a story and/or draw a picture telling something about your family's way of life.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Foster Parents Foster parents need to be able to assist children in adapting to different environments and customs. Performance Objectives: The child will be able to name at least one thing a foster parent could do to help a child adapt to a new environment. Methods: 1. Interview a foster parent about his duties and his qualifications for his work. 2. Discuss why foster parents are needed sometimes, and the type of people who usually choose to do this type of work. 3. If the class chooses to do so, find the names of some boys or girls in one of the local orphanages and become pen pals or send cards to them on special occasions.	Concept: One of the standards of character and conduct of Freedom's Code is to be kind. Performance Objectives The child will be able to name at least one way in which a foster parent can show kindness. Methods: 1. Look up the definition of kindness and have each child write a short paragraph defining kindness in his or her words. 2. Name as many ways as possible in which the foster parents can show kindness. 3. Discuss ways in which we can show kindness to others.	1. Harlandale Audio Visual Center: filmstrips with records: PR-427 "Neighborhoods of Many Kinds" "Neighborhoods in the City" Neighborhood Series 16 mm films: 16-258 "Adapting to Changes in Nature" 10 minutes in color 16-374 "Everyone Helps in a Community" 13½ minutes in color filmstrips: Y-72 "Life on a Small Farm" Y-73 "Life on a Large Ranch" Y-74 "Life in a Small Town" Y-75 "Life in a Large City" Farm and City Series N-22 "Kindness" Character Building Series Bilingual Bilingual Dept., H.I.S.D. Filmstrips S171 - El Hombre de Pan de Janibre S133 - El Patito Feo S127 - La Navidad de Una Familia	

CURRICULUM CONCEIT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man Compares His Environment to the Environment of Others around the World	The child will be able to perform the following activities: 1. Make a list of at least four environments that are different than ours and write at least one way in which each of them differs in types of food, types of homes, types of clothing, and customs. 2. Name at least four races and make comparisons in writing of their skin coloring, hair, eyes, size, or any facial differences. 3. Explain in the media of his choice why he thinks the races continue to carry certain characteristics.	Vocabulary: ambassador - embajador consul - consul race - raza standard of living - nivel de vida Concept: Embajadores o Consules Los embajadores y los consules necesitan saber de las diferentes razas, sus niveles de vida y sus costumbres para desempeñar sus deberes. Performance Objectives: El alumno podrá decir de a lo menos una razón por que los embajadores y los consules necesitan saber de las razas, sus costumbres y sus niveles de vida. Methods: 1. Definen la significación de un embajador y un consul, y discutan donde trabajan y por que. 2. Háganle una entrevista a un embajador o un consul acerca de su trabajo y los requisitos del trabajo. Discutan sus deberes. 3. Discutan como en una manera somos embajadores de nuestra escuela y comunidad cuando vamos en excursiones.	1. Make a collection of pictures of homes from around the world. A library table may display a collection of books opened to the pages of the various types of homes, or cut-out pictures may be displayed on a bulletin board. Discuss the reasons for the wide variations. 2. Divide the children into groups to do research on the kinds of food and clothing of each of the races. Allow the students to report in the way they wish, orally, or in bulletin board displays or in scrap books of cut-out or drawn illustrations and stories. At the end of the reports, discuss why the races chose the type of food and the type of clothing for their use. 3. Use encyclopedias and do research on the races. Make a large chart tablet display in the room. Choose groups in the room to locate information about each race, and place information on a page of the chart tablet: Characteristics. Distinguishing features Habits and customs Where located in the world Contributions made to society. 4. Discuss why we tend to resemble others of our race, and why we sometimes see others that do not look like others of their race, what are the causes, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Ambassadors or Consuls Ambassadors and consuls need to know about the different races, their living standards and their customs in order to perform their duties. Performance Objectives: The child will be able to tell at least one reason ambassadors and consuls need to know about the races, their customs and their living standards. Methods: 1. Define the meaning of an ambassador and a consul, and discuss where they work and why. 2. Interview an ambassador or a consul about their work and their qualifications for their work. Discuss their duties. 3. Discuss how we are ambassadors in a way for our school and our community when we go on field trips.	Concept: One of the standards of character and conduct of Freedom's Code is to have convictions but be tolerant. Performance Objectives The child will be able to explain why ambassadors and consuls need to have convictions and show tolerance for others' convictions. Methods: 1. View and discuss the film, "How We Cooperate" and the filmstrips, "Consideration" and "Leaders and Followers". 2. Discuss why it is important that these workers have convictions and also why it is important that they be tolerant of those with whom they work. 3. Discuss some of the convictions held by some of the students and why they feel that way.	1. Harlandale Audio Visual Center: 16-mm films: 16-564 "Neighborhoods are Different" 11 minutes in color 16-83 "How We Cooperate" 11 minutes in color filmstrips: N-45 "Leaders and Followers" Developing Your Personality Series N-19 "Consideration" Character Building Series 2. Education Service Center, Region 20 4939 "Clues To Ancient Indian Life" 11 minutes in color 8803 "The Land And The People" (Mex.) 20 minutes in color 8081 "African Village Life: Daily Life of the Bozo" 15 minutes in color 8762 "Japan - Sheenya of the City" 18 minutes in color 4248 "Homes Around the World" 11 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man and His Environment: Early Americans, The Indians	The child will be able to perform the following activities: 1. Name at least one characteristic of each of the following Indian tribes, using a complete sentence for each: a. Plains Indians b. Woodland Indians c. Southwest Indians d. Indians of the Coastal Region e. Indians of the Far North 2. Name at least one similarity in all of the tribes. 3. Name at least one difference in all of the tribes.	Vocabulary: agent - agente habit - hábito, costumbre indian - indio tribe - tribu Concept: Agente de Indios Los agentes de indios necesitan saber los costumbres y hábitos de los tribus para desempeñar su trabajo con y para los indios. Performance Objectives: El alumno explicará a lo menos 2 deberes de los agentes de indios oralmente o por escrito. Methods: 1. Busquen en las enciclopedias información sobre los deberes, la instrucción o los requisitos del trabajo de un agente de indios para un reporte oral. 2. Háganle una entrevista a un agente de indios si es posible o pregúntenlo a un indio acerca del trabajo de un agente de indios. 3. Hagan el papel de un agente de indio representando el tribu en una junta para el propósito de hallar un mercado para los generos que los indios producan.	1. View and discuss the filmstrips for Woodland, Plains and Southwest Indians and the filmstrips of Alaska and the Northland, also view the film of "The Beach and Sea Animals" to get an idea of the environment in which the Indians of the coastal region lived. 2. Compare the type of homes, foods, and habits of the tribes from the filmstrips, also from library books or encyclopedias, or records or pictures. (See the resource materials) Divide the class into groups to study each area of information and make reports on their findings to the whole group. 3. Listen to the recordings of music from all the tribes and notice similarities and differences in the music, the tone or the rhythm. 4. Do research on the foods or the eating habits of the various tribes and discuss why the differences. 5. Research the clothing of the different tribes and why those types of clothing were worn by the tribes.

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CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Indian Agents Indian agents need to know the customs and habits of the tribes in order to perform their work with and for the Indians. Performance Objectives: The child will explain at least two of the duties of Indian agents orally or in writing. Methods: 1. Look in the encyclopedias for information about the duties and the training or the qualifications for the job of Indian agent, and make oral reports of the findings. 2. Interview an Indian agent if possible ask an Indian about the work of Indian agents. 3. Role play an Indian agent representing the tribe in a meeting to find a market for the goods produced by the Indians.	Concept: One of the standards of character and conduct of Freedom's Code is to help those in need. Performance Objectives The child will tell at least one way in which the Indian agent can help the Indians. Methods: 1. Discuss some of the needs of the Indian tribes of long ago and the needs of the Indian tribes of today. 2. Discuss ways in which the Indian agents can help the Indians. 3. Discuss ways in which we can be of help to others.	1. Harlandale Audio Visual Center; filmstrips: J-86 "Woodland Indians" J-87 "Plains Indians" J-88 "Southwest Indians"(Hopi) J-89 "Southwest Indians" (Navajo) How The Indians Lived Series H-47 "Alaska-Land and People" Canada and the Far North Series H-40 "Alaska" Our North American Neighbors Series J-5 "The Northland" The Arctic Wilderness Series Mi-52"Eskimo: Hunting and Fishing in Winter" F29-37 American Indian Life Series 16 mm films: 16-323 "Indian Family of Long Ago" in color 16 -17 "Beach and Sea Animals" 11 minutes in color 2. Heffernan's School Supply: Books:6584 Indians of Yesterday 6505 Indians' Legends of America 6503 Famous Indian Chiefs Pictures: 6527 Famous Indian Chiefs Record Album: Indian Music, by RCA	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
How History Affect Us: Who Discovered America? Columbus? The Vikings?	The child will be able to perform the following activities: 1. Explain at least one reason that Columbus was given credit for discovering America (in essay form). 2. Explain at least one reason the Vikings could have been credited with the discovery of America (in essay form). 3. Orally or in writing give his opinion of the discovery of America and at least one reason to validate that opinion.	Vocabulary: historian - historiador knowledge - conocimiento research - escudriñamiento social studies - estudios sociales (de la sociedad) Concept: Historiadores Los historiadores usan el conocimiento del estudio de la sociedad y destrezas de escudriñamiento en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos una destreza que necesitan los historiadores o nombrará algunas diferentes clases de historiadores. Methods: 1. Discutan los deberes de los historiadores y hagan lista de tantas clases de historiadores como la clase pueda encontrar. 2. Háganle una entrevista a una maestra de historia o a una bibliotecaria acerca del trabajo de un historiador. 3. Discutan las maneras que la gente usa el talento de los historiadores y de las maneras que los estudiantes usan sus materiales.	1. View and discuss the films of Columbus and the Vikings. 2. After studying the background of Columbus's voyage to America, make a large class mural of the voyage by having groups of the class do the research and fill in certain phases of the story. Some may wish to make shadow boxes or a TV scroll of the events. Others may wish to make hand puppets of the characters in the Columbus story and produce a puppet show. 3. Use a large world map to locate the route to America. Locate information on wind currents and tides to compare with the place of landings on the trips to America. Discuss whether these factors were involved in the landings here. 4. Locate some maps showing the world as it was known in the days of Columbus. Compare them with the maps of today. 5. Collect pictures of the Vikings and their ships. Also locate story books of tales of the Vikings to read to the class, and locate where they came from on the map and places mentioned in their travels. Research information about the landing sites and the dates of their landings in America. Dramatize the stories of the Vikings or make puppets for a show on when the Vikings discovered America. 6. Debate the question, "Who discovered America?"

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Historians Historians use social studies knowledge and research skills in performing their duties. Performance Objectives: The child will name at least one skill needed by historians, and name several different types of historians. Methods: 1. Discuss the duties of the historians and list as many kinds of historians as the class can find. 2. Interview a history teacher or a librarian about the work of historians. 3. Discuss the ways people use the talents of historians and the ways students use their materials.	Concept: One of the standards of character and conduct of Freedom's Code is to make wise use of our time and our talents. Performance Objectives The child will be able to tell about at least one use of the talents of historians that benefit all of us. Methods: 1. Read and discuss the story, "Cure For a Cheater", p.115-119 in Values To Learn. Discuss why Peter felt that he had to cheat, talk about whether it was right to have been caught cheating. Discuss what they thought about the cure for his cheating. Debate the question,"Is cheating a wise use of our talents?" 2. Discuss whether the talents of historians are of real use, or would they be better off doing something else.	1. Harlandale Audio Visual Center: 16 mm films: 16-309 "Columbus, Story of Christopher" 17 minutes in color 16-341 "Vikings: Life and Conquest" 20 minutes in color filmstrips: E-32 "Columbus" Spanish Explorers of the New World Series E-38 "Story of C. Columbus" Great Explorers Series 2. Harlandale Elementary Library: j293 Norse Gods and Giants, by Aulaire 293 Legends of the North, by Coolidge 293 Thor and the Giants, by Feagles 3. Values to Learn: Human Values Series Steck-Vaughn Company Bilingual Bilingual Dept., H.I.S.D. Filmstrip with Records 20-13 Rec. 2 "Washington y Hidalgo: Freedom's Heroes Abraham Lincoln: Preserver of the Union" Four Great Leaders - Two Great Countries	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Those who faced danger and sometimes gave their lives to open up the New World in which we now live: Ponce de Leon Vasco Nunez Balboa Ferdinand de Soto Jacques Cartier Samuel de Champlain Father Marquette Robert Cavalier de La Salle John and Sebastian Cabot Sir Francis Drake Sir Walter Raleigh Heny Hudson Daniel Boone Captain Robert Gray Others	The child will be able to perform the following activities: 1. Identify the explorers as to the country they represented and the general areas of their exploration in writing. 2. Discuss or debate what might have happened if Columbus or the Vikings or someone else had not discovered our country back then. 3. Make a prediction of who they think might have found our country a while later and why they think so.	Vocabulary: biographer - biógrafo, escritor de vidas biography - biografía Concept: Biógrafos Los biógrafos pueden usar las destrezas del escudriñamiento de vidas para desempeñar sus trabajos. Performance Objectives: El alumno describirá correctamente el trabajo de un biógrafo y dará un ejemplo del trabajo de esta persona enseñando o nombrando un libro. Methods: 1. Traiga una colección de libros bibliotecarios escritos por biógrafos o invite a una bibliotecaria a clase para que repase un libro de biografía. 2. Examinen biografías y escojan una para leer. Luego dén reportes orales sobre estos libros. 3. Discutan los lugares donde los biógrafos puedan haber encontrado la información de sus libros. Hagan una lista de estos lugares en la pizarra.	1. List as many explorers as possible on the board and allow the student to choose one of the group to research information and be able to role play that explorer's part in a class pageant of the American Explorers. Encourage some to take certain ones, if necessary, in order to cover all of the major exploration. 2. Draw a large map of North America on a large bulletin board. As the students find the information about the travels of the explorers, have them plot those trails on the map, choosing a different color or a different type of line in order to identify each more easily. 3. As the information is located, divide the map into areas of exploration of the French, English, Spanish, etc. and color and label those areas. 4. Discuss the environment found by the explorers in the early days of discovery and some of the hardships the explorers faced. 5. Discuss how the maps of the areas were drawn as they explored using whatever devises they had for locating directions and distances, many of which were not very accurate. 6. Discuss the transportation problems in the early days, and locate pictures of some of the early modes of transportation.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Biographers Biographers can use the skills of researching the lives of people in order to perform their work. Performance Objectives: The child will correctly describe the work of a biographer and give an example of the work of a biographer (show or name a book title). Methods: 1. Bring to school a collection of library books by biographers or invite a librarian to come to class and present a book review of a biography. 2. Examine biographies and choose one to read and then give an oral report to the class on the material read. 3. Discuss the places biographers may have found the information in the books. Make a list of these sources on the board.	Concept: One of the standards of character and conduct of Freedom's Code is to stand for truth, accept responsibility. Performance Objectives The child will be able to tell what responsibilities need to be assumed by biographers. Methods: 1. Read and discuss the story, "The Big Splash", p.6-11, Values to Learn. Discuss whether or not Ralph and Scotty were standing for truth and accepting their responsibility of choosing right from wrong. Discuss whether or not they could have done more to make restitution. 2. Discuss ways in which we can show that we stand for truth and are responsible people.	1. Harlandale Audio Visual Center: filmstrips: E-33 "De Leon and De Soto" E-34 "Coronado" E-35 "Magellan" E-36 "Balboa and Pizarro" E-37 "Cortez" Spanish Explorers of the New World Series E-39 "Story of Father Marquette" E-40 "Story of H. De Soto" E-41 "La Salle" E-42 "Sir Francis Drake" Great Explorers Series N-31 "Responsibility" Conduct and Behavior Series 2. Values to Learn: Human Values Series Steck-Vaughn Company Bilingual Bilingual Dept., H.I.S.D. Filmstrip with Records 20-13 Rec. 3 "Benito Juarez: The Great Reformer" "Lincoln y Juarez: Servants of Justice" Four Great Leaders 2 Great Countries	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Growth of the Nation: Westward	The child will be able to perform the following activities: 1. Write at least three reasons for the expansion toward the west. 2. On an outline map of the United States, draw the approximate trails of Daniel Boone and those of Lewis and Clark using red. In blue, outline at least two of the railroads to the west.	Vocabulary: astronaut - astronauta explorer - explorador planet - planeta space - espacio satellite - satélite - una luna de alguna planeta Concept: Explorador Un astronauta es un explorador moderno que busca información en el espacio, otras planetas y las lunas que se encuentran alrededor de estas planetas. Performance Objectives: El alumno dirá de a lo menos una semejanza y una diferencia en la exploración de hoy en día y años pasados. Methods: 1. Los alumnos pueden comparar los astronautas de hoy con Lewis y Clark segun sus necesidades, provisiones, peligros, dificultades, dependencia en otros, etc. 2. Discutan algunas cosas que hemos aprendido de los exploradores on el programa espacial. 3. Permita que la clase haga una lista de algunas cosas que ellos creen necesitan ser investigadas y planeen un viaje imaginario.	1. Do some research on the reasons for expanding the thirteen colonies. Examples: reports from explorers of the "west", people whose special brand of courage was challenged by the unknown adventures "out there", some people wanted a new start and more room, the military built forts to furnish some protection, the discovery of gold, the building of the railroads to the west, etc. 2. Study the locations of some of the old forts. Build models of the old forts, stage coaches, covered wagons, etc., draw large outline maps of the United States and place the explorers' trails, the location of the railroads, the forts, trading posts, etc. 3. Read stories and books of the early explorers, the building of the railroad, the forts and the stories of the covered wagons. Make reports orally to the class, or write the reports to place in a scrapbook of of the early adventures, or a newspaper may be published with the information written as though it is happening right now. 4. Ask the school to rent a film of the early settlers, the old railroad or life in the forts with the warring Indians - one of the old western films. A small charge for the student body to see it will defray the cost. This would provide an opportunity for the class to exhibit their unit materials to the school.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Explorers An astronaut is a modern day explorer who hunts information on space, other planets and satellites. Performance Objectives: The child will tell at least one similarity and one difference in modern day and the early days of exploration. Methods: 1. The students can compare the present astronauts to Lewis and Clark as to their needs, supplies, dangers, difficulties, dependence on others, etc. 2. Discuss some of the things that we have learned from the explorers in the space program. 3. Have the class make a list of some things that they think need exploration, and plan a mythical trip.	Concept: We have the right to be an individual, but we must conform to community standards. Performance Objectives The child will tell at least one reason we must conform to community standards. Methods: 1. Discuss some of the reasons that prevent us from doing exactly as we please when we please to do it. 2. Discuss why we have certain restraints - for our health, our safety, and possibly our reputation. 3. Have the class decide on something that they think that they would like to do but have not gotten permission and list the pros and cons of the issue.	1. Harlandale Audio Visual Center: filmstrips: J-68 "Crossing the Mountains" J-70 "Covered Wagons Roll Westward" J-74 "Gold: On to California" America Expands Its Boundaries H-60 "Daniel Boone" H-61 "George R. Clark" H-62 "M. Lewis and W. Clark" H-63 "John C. Fremont" Trailblazers Series 16mm films: 16-307 "Daniel Boone", 18 minutes in color 16-471 "Mountain Men" (Lewis and Clark) 14 minutes in color 16-634 "Stagecoach Westward" 11 minutes in color 2. Harlandale Elementary Library: j92 On Indian Trails With Daniel Boone by Meadowcroft j92 Holding the Fort With Daniel Boone by Meadowcroft 910.9 Famous Firsts in Exploration by Mason j977 Forts in the Wilderness by McCall j623 Forts in America by Peterson j385.09 Let's Go To Build The First Transcontinental Railroad by Rosenfield j970.6 Indian Warriors and Their Weapons by Hofsinde 92 Mary Jemison: Seneca Indian Captive by Gardner 3. Adventures of Lewis and Clark by Ormonde de Kay, Jr., Random House, Inc., New York, New York.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Influence of the Early Settlers on America	The child will be able to perform the following activities: 1. Write at least three reasons that the settlers came to America. 2. Name at least five things that the settlers brought with them and tell why they needed to bring them. 3. Write a paragraph telling how the settlers survived in the early days. 4. Name at least one thing that the settlers contributed to our country.	Vocabulary: explorer - explorador explorations - exploraciones Concept: Exploradores Los exploradores pueden beneficiarse del conocimiento de otras exploraciones cuando planean sus actividades. Performance Objectives: El alumno nombrará a lo menos una cosa que un explorador podría aprender de otros exploradores. Methods: 1. Después de estudiar las películas de los primeros exploradores, permita que los alumnos hagan una lista de los sucesos que encontraron aquellos exploradores. Discutan y comparen las listas. 2. Discutan que es lo que falta ser explorado y cual es la más reciente exploración de hoy en día. 3. Permita que los alumnos cuenten de las cosas que les gustaría explorar o investigar.	1. With the student's help make a list on the board of reasons that the settlers came to our country. 2. Role play the settlers preparing for the voyage(this can be done in small groups). Make lists of all the things they will need to bring with them aboard ships. 3. Locate maps showing the location of the early colonies for the students to study and compare with our present day maps. 4. Compare the length of time it takes to cross the Atlantic today with the time it took the early ships to cross. 5. Discuss which characteristics of the early settlers would be the most important - strength of mind or bodily strength, or both? 6. Read stories about the early settlers at Jamestown and Plymouth and compare the people, climate, land and problems. 7. Discuss how the early colonists managed to survive. 8. Talk about what we can learn from studying about the past, and what contributions to our country were made by the colonists. 9. Locate the countries in Europe from which the early settlers came.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Explorers Explorers can benefit from the knowledge of other explorations in planning their own activities. Performance Objectives: The child will name at least one thing that an explorer could learn from other explorers. Methods: 1. From the study of the filmstrips of the early pioneers, have the students list some of the events that were faced by the early explorers. Discuss and compare the students' lists. 2. Discuss what there is left to explore in our time, and what is the most recent exploration in our time. 3. Allow the students to tell of things that they would like to explore and find new information about.	Concept: One of the standards of character and conduct of Freedom's Code is to have courage or be courageous. Performance Objectives The child will name at least one reason that explorers need to be courageous. Methods: 1. View and discuss the filmstrips on being afraid and having courage or being brave. 2. Discuss whether or not it is right to be afraid at times, whether you can be brave at the same time. 3. Discuss the kind of bravery that would be necessary for explorers.	1. Harlandale Audio Visual Center: filmstrip and record: L-90(PR-511) "Who's Afraid?" How Do I Learn Series filmstrips: N-8 "One Kind of Bravery" Guidance Stories J-43 "Birth of Our Freedom" Our American Heritage Series J-8 "Early Explorers and Pioneers" Pioneers and Settlers Series D-88 to 91 Jamestown: The Settlement and the People Series J-32 "Living in New England" J-38 "Kentucky Pioneers" J-39 "Life In Old Louisiana" J-40 "Pioneers of the Plains" American History Series J-15 "England Prepares to Colonize" J-18 "Colonies of Pennsylvania and New Jersey" J-19 "Colony of Massachusetts" J-20 "French Colonies" J-21 "New York Colony" J-24 "Virginia Colony" English Colonies Series 2. Education Service Center, Region 20: 8321 "Plymouth Colony the First Year", 16 minutes in color Bilingual ESC Region XX Film 8892 Spanish Explorers (English version) 13 C EBF	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Some Causes of Man's Behavior	The child will be able to perform the following activities: 1. Name at least one thing that affects man's behavior and, in writing, explain how this affects man's behavior. 2. List at least three behaviors learned at school. 3. List at least three behaviors learned from others and tell from whom they were learned. 4. Tell about at least three things that make him angry and why. 5. Tell about at least three things that make him happy and why. 6. Tell in his own words how he plans to "deal" with others.	Vocabulary: behavior - conducta, porte counselor - consejero human - humano Concept: Consejeros de Familias Los consejeros de familias necesitan saber o comprender la conducta humana para desempeñar sus deberes. Performance Objectives: El alumno podrá decir de a lo menos una razón por que los consejeros necesitan saber de la conducta humana. Methods: 1. Definen lo que quiere decir "consejo" o "consejero" y discutan por qué a veces se necesitan consejeros. 2. Háganle una entrevista a un consejero acerca su trabajo y sus requisitos. Pregúntenle de las clases de problemas que se le presentan. 3. Busquen los nombres de consejeros competentes en nuestra area.	1. Discuss some of the behaviors of others that we have observed that seemed strange to us, some that are because of superstitious beliefs. 2. Make a list on the board with the help of the students of things we learned before coming to school, another of things that we have learned since coming to school. 3. Allow the students to tell about the things they have learned that give them the most satisfaction. 4. Discuss how geography and climate affect man's behavior, his housing, clothing, food and the type of work that he does. 5. Discuss some foods, celebrations, and habits that we enjoy today that we adopted from the customs of others, and discuss the origin of those foods, celebrations and customs. 6. Discuss how our personality affects our behavior. Make a list of words to describe personality traits. Make a list of desirable traits and discuss how we can achieve these. 7. Role play a "short-tempered" ball player who is counted out at first base. Then role play a "good sport" in the same situation.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Family Counselors Family counselors need to know and understand human behavior in order to perform their duties.	Concept: One of the standards of character and conduct of Freedom's Code is to be kind and just.	1. Harlandale Audio Visual Center: records with filmstrips: PR-503 "You Got Mad, Were You Glad?" PR-516(L-95) "People Packages" Who Am I Series filmstrips: P-35 "Personal Relationships" P-38 "Personal Appearance" Getting Along With Others Series 2. Harlandale Elementary Library: j614.8 What A Silly Thing To Do by Norah Smaridge 3. Education Service Center, Region 20: 4021 "Families and History, Why My Name is Anderson" 9 minutes in color 8227 "Land of Immigrants" 16 minutes in color 4333 "Learning From Disappointment" 11 minutes in color	
Performance Objectives: The child will be able to name at least one reason that the counselors need to know about human behavior.	Performance Objectives The child will be able to tell at least one way in which a counselor can show kindness or be just.		
Methods: 1. Define the meaning of counsel or counselor, and discuss why people need counselors sometimes. 2. Interview a counselor about his work and the qualifications for his work. Ask the counselor about some of the types of problems that are brought to him for help. 3. Locate the names of qualified counselors in our area.	Methods: 1. View and discuss the filmstrips with records and the filmstrips about getting along with others. 2. Discuss ways in which counselors can show kindness and be just in the help that they offer. 3. Discuss ways in which we can show kindness or be just in our dealings with others.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man and His Social Environment: His Dependency On Others	The child will be able to perform the following activities: 1. Explain orally why we must depend upon others in our environment and share our services with others. 2. Write a paragraph explaining improvements in food production since the early days. 3. Write a paragraph explaining improvements in clothing production since the early days. 4. Explain orally at least two improvements in housing since the early days. 5. Name at least one other thing that others offer us besides sharing basic needs.	Vocabulary: control - control, inspección engineer - ingeniero production - producción Concept: Ingenieros de inspección de producción Estos ingenieros necesitan saber de las necesidades de la sociedad para desempeñar su trabajo. Performance Objectives: El alumno dirá por qué se necesitan ingenieros de inspección de producción y nombrará a lo menos una cosa que necesitan saber para cumplir con sus trabajos. Methods: 1. Inviten a un ingeniero de éstos que les hable en clase acerca de su trabajo y los requisitos necesarios. 2. Discutan lo que pasaría si todos producían todo lo que deseaban de cada producto. ¿Habría suficiente para todos o habría demasiado? ¿Qué pasaría si había demasiado, si no había suficiente.	1. Discuss things that we use each day that were supplied by someone else-homes, clothing, food, transportation, entertainment, etc. Discuss what we would have if we only depended upon ourselves to supply our needs. 2. Make a list of our basic needs and one of some things we enjoy but do not have to have to get along. Compare these with the needs of the early settlers. How did they meet their needs? Compare how we meet them today. 3. Find information on changes in food production, clothing production, and housing and try to find reasons for these changes. List the improvements in food production in clothing production, and housing since the early days. 4. Collect pictures of inventions that are work-savers and also those that are for our enjoyment or our convenience. 5. Discuss our needs for others to share in sports, recreation, civic organizations, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Production Control Engineers Production control engineers need to know about the needs of man in order to perform their work. Performance Objectives: The child will tell why production control engineers are needed, and name at least one thing they need to know in order to perform their work. Methods: 1. Invite a worker in production control to come to class to tell about their work, the purpose and the qualifications for the work. 2. Discuss what might happen if everyone produced as much as they wished of every product. Would there be enough for all or would there be too much? What might happen if there is a great deal too much, or a great deal too little.	Concept: One of the standards of character and conduct of Freedom's Code is to provide security for self and dependents. Performance Objectives The child will tell one reason that production control engineers will be able to provide security for themselves and their families. Methods: 1. Discuss the salary ranges for production controllers and see if the students think this could provide for a family adequately. 2. Discuss and list some of the things that cost money that are necessary for the families' needs. Discuss different ways we are able to meet those needs.	1. Harlandale Audio Visual Center: 16 mm films: 16-684 "Factory: How a Product is Made" 14 minutes in color 16-685 "Food, Clothing, Shelter" 12 minutes in color 16-553 "How Clothing is Made: The Story of Mass Production" 14 minutes in color 16-283 "Dairy - Farm to Door" 11 minutes in color 16-626 "Food Cannery" 10 minutes in color filmstrips: E-24 "Building a House" More About the Country Series BB-92 "Modern Agriculture" BB-93 "Vegetables and Fruits" BB-94 "Dairy and Beef Cattle" BB-96 "Modern Industry" BB-98 "Building Houses" 2. Value To Learn: Human Values Series Steck-Vaughn Company	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man learns from others through: Writing Art Music Communications School and Training	The child will be able to perform the following activities: 1. Explain to the satisfaction of the teacher how writing benefits man. 2. Explain to the satisfaction of the teacher how art benefits man. 3. Explain to the satisfaction of the teacher how music benefits man. 4. Write a paragraph explaining the purpose and the benefits of an education and training.	Vocabulary: artist - artista author - autor fine arts - bellas artes musician - músico Concept: Trabajadores en las bellas artes: artistas, autores, y músicos. Los autores, artistas y músicos registran el estilo de vida y los sentimientos de la gente y el ambiente en cual trabajan. Performance Objectives: El alumno contará de lo que aprendió de una pintura, una composición músical, o de algún libro de su gusto. Methods: 1. Haganles entrevistas a varias personas en las bellas artes preguntándoles de sus trabajos y los requisitos necesarios. 2. Vean y discutan las películas del arte y la música. 3. Hagan planes para asistir a una exhibición de las bellas artes.	1. Discuss what we can learn from writing. Examine books, magazines, newspapers and compile a list of all of the different types of information found. Discuss how we go about finding information in a written form. 2. Locate library books of art from ancient to present times. Examine all of the forms and styles and discuss what we can learn from art about the people of that time. Visit an art exhibit in a museum and get a "guided tour" if possible. 3. Locate music history books, pictures of musical instruments of all times. Listen to excerpts of recordings: chant, chorale, opera, oratorio, symphony, etude, ballad, folk song, music of the 20s, 30s, 40s, 60s from the audio visual center, from music teachers, or from the students. 4. Discuss what we have learned from inventions in communications, such as the telephone, radio, television and motion pictures. Also discuss how modern transportation has made direct communication around the world just hours away. 5. Discuss the purpose of schools and training, to show a better way to live and raise the living standards. Compare the living standards of the tribes without schools to our own community.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Workers in the Fine Arts: Artists Authors, and Musicians Authors, artists, and musicians record the life styles and feelings of the people and the environment in which they work. Performance Objectives: The child will tell in his own words what he learned from a painting, a musical composition, or a book of his choice. Methods: 1. Interview several people from the field of fine arts about their work and training. 2. View and discuss the films on art and music. 3. Plan a field trip to a presentation in the fine arts field.	Concept: Gaining esthetic enjoyment and being able to provide it for others gives a feeling of well being. Performance Objectives The child will write at least one word to describe how a given picture, a given music selection, and a given book (familiar to all) make him feel. (There is no one correct answer for this) Methods: 1. Allow the students to create an original story, painting, drawing, tune, or song. Present a talent show of these or from something they already know how to do well. 2. Listen to "Grand Canyon Suite" and draw or paint what the music tells them. When complete, go back and give the musician's ideas in the composition.	1. Harlandale Audio Visual Center: 16 mm films: 16-453 "Discovering Composition in Art" 16 minutes in color 16-569 "Music the Expressive Language" 11 minutes in color 16-199 "Sounds of Music" 9 minutes in color filmstrips: V-67 to V-75 Artists of Many Lands and Many Times Series H-94 "Famous Works of Art" H-95 "Famous People" records: PR-385 "He Shall Feed His Flocks" PR-404 "Now Thank We All Our God" PR-190 "Grand Canyon Suite" PR-318 "Symphony Excerpts" 2. Harlandale Elementary Library: 759 Famous Paintings, by Chase 709.6 The Art of Africa, by Glubok 920 Art In The New Land, by Simon j709.01 The Art of Land in The Bible by Glubok j709.32 Art of Ancient Egypt, Glubok j708 Treasures to See, a Museum Picture Book, by Weisgard j709 Art of Ancient Greece, Glubok 709.34 Art of India, by Glubok Bilingual V-67 to V-75 above See and discuss in Spanish.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Where man lives affects his behavior.	The child will be able to perform the following activities: 1. On a given list of at least five human habitats, write at least three advantages or three disadvantages of living in each of the five areas. 2. On a given list of ten living areas, name at least one job opportunity for each of the areas. 3. Write the name of at least one location for living in each of the following climates: a. hot and humid b. hot and dry c. extremely cold d. moderate e. high altitude f. sea level g. has four seasons	Vocabulary: developer - desarrollador real estate - bienes raíces Concept: Desarrolladores de Bienes Raíces Los desarrolladores de bienes raíces necesitan comprender de todas las necesidades del hombre antes de desarrollar areas nuevas. Performance Objectives: El alumno dirá por qué los desarrolladores de bienes raíces necesitan saber de las necesidades del hombre antes de desarrollar una area. Methods: 1. Háganles entrevistas a algunos desarrolladores de bienes raíces, industriales y residenciales, acerca de sus trabajos y su instrucción. Pídanles que traigan muestras de planes de proyectos. 2. Compilen una lista de cosas que estos desarrolladores tienen que considerar en sus desarrollos.	1. Study relief maps of the world and allow each child to pick out a spot that they think they might like to live, then look up information on the area from atlases, encyclopedias, text books, library books, etc. Find out about the climate, seasons, geography, water and food supply available, transportation, type of clothing and housing, education system, job opportunities, cost of living, customs, etc. Give oral reports to the class on the information of his chosen area. Have the class decide if it is a wise choice. 2. Discuss how differences in location cause differences in housing, dress, food habits, recreation, schools, job opportunities, etc. 3. Compare living in an isolated area with living in a congested city area; living in the mountains with living on the plains; living in the desert with living on the shore; living in the arctic with living in the tropics.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Real Estate Developers Real estate developers need to have an understanding of the total needs of man before developing new areas. Performance Objectives: The child will tell why real estate developers need to know about the needs of man before developing an area. Methods: 1. Interview some real estate developers, those from industrial development and those from housing development about their work and their training for their work. Ask them to bring some of the samples of their planning developments. 2. Compile a list of things developers have to consider in their developments.	Concept: Having concern for the welfare of others is an admirable trait. Performance Objectives The child will tell how a real estate developer can show concern for others. Methods: 1. Read the story, "The Last Christmas Tree", p.16-23, Values To Learn. Discuss the way Elsa and Martha showed concern by sharing what they had although they were very poor. Discuss the reasons for their being very poor. Discuss how the shop-keepers reacted to the girl's request. 2. Discuss how real estate developers could show concern for others.	1. Harlandale Audio Visual Center: 16 mm films: 16-258 "Adapting to Changes in Nature",10 minutes in color filmstrips: G-8 "Studying an Area Through Maps" G-4 "Locating Places On Maps" Fundamentals of Geography A-46 "The Story of Ice and Glaciers" A-47 "Story of Volcanoes" The Earth and It's Wonders B-90 "The Great American Desert" The Living Desert Series D-36 "Land of the Tropical Forests" Forest of Tropical America Series A-76 "Seasons" C-91 "Climate" Mi-86 "Niagara Falls" 2. Education Service Center,Region 20: 4248 "Homes Around the World" 11 minutes in color 4025 "Families and Shelter" 9 minutes in color 4022 "Families and Weather" 10 minutes in color	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
How man uses his natural resources	The child will be able to perform the following activities: 1. Name at least twelve natural resources. 2. On a given list of at least ten natural resources, write at least two uses that man has made of each of the ten resources.	Vocabulary: geologist - geólogo earth - tierra, terrestre geophysicists - geofísico geology - ciencia que ensena y explica las propiedades de la tierra, su estructura y su historia. Concept: Geologos y Geofísicos Los geologos y geofisicos nesecitan saber de la tierra y de lo que ésta está hecha. Performance Objectives: El alumno contará de a lo menos una razón por qué necesitamos geólogos y geofísicos. Methods: 1. Definen "geólogo" y "geofísico". Comparen las semejanzas y las diferencias en sus trabajos. 2. Si lo es posible háganles entrevistas a estos trabajadores de su trabajo y su instrucción. 3. Discutan sus deberes y hagan una lista de éstos. Discutan como beneficiamos del trabajo de ellos.	1. With the help of the students, compile a list of natural resources on the board, leaving places to write beside each, the uses man makes of each resource as the students locate the information from researching text books and encyclopedias. 2. A large bulletin board display can be arranged from pictures of natural resources with stories written giving information to go with the illustrations. 3. Divide the class into groups to locate information on the uses of water, electricity, coal, gas and oil, rocks and stones, precious metals, precious stones, plants, animals, fowl, reptiles, air, ores, minerals. Find as many uses for each of the above as possible and allow the students to decide on the best method for reporting the information - oral reports, posters, bulletin boards, scrap books, panels of reporters, recording on tape or video tape if the machine is available. Enlist the help of parents in gathering information, if possible.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Geologists and Geophysicists Geologists and geophysicists need the knowledge of the earth and what it is made of in their work. Performance Objectives: The child will tell at least one reason we need geologists and geophysicists. Methods: 1. Define geologist and geophysicist. Compare the likenesses and differences in their jobs. 2. If possible interview one or both of these workers about their work and their training. 3. Discuss and list their duties and discuss how we benefit from their work.	Concept: Taking care of one's own things is an admirable trait. Performance Objectives The child will tell at least one reason scientists need to take care of their things. Methods: 1. Read "The Bucking Donkey", p. 25-28. Discuss how to care for a pet donkey, the need for regular care, just as we need water, food and rest regularly. Talk about the three sisters and the possible reasons why the donkey acted differently toward them. Discuss what the problem really was and how it was handled. Talk about whether pets sometimes like one person better than another and why it might be. 2. Discuss how the workers care for their things.	Harlandale Audio Visual Center: filmstrips: z-11 "Rocks and Minerals" True Book Of Physical Sciences Mi-300"How Steel Is Made" with the kit of materials C-43 "Water" C-92 "What Is The Earth Made Of?" B-23 "Soil for Plants" Wonderworld of Science Series C-9 "How We Learn About the Sky" The Sky Series N-10 "Taking Care of Your Things" Guidance Stories filmstrips and record: Q-59(PR-535) "Their Uses" Seed Plants Series	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
How man works to preserve his environment: His home, his neighborhood and his city.	The child will be able to perform the following activities: 1. Name at least two reasons neighborhoods deteriorate. 2. Name at least three things that could be done to improve a given area. 3. Explain the need for city planners.	Vocabulary: city - ciudad environmental - del ambiente planner - trazador, persona que forma planes Concept: Trazadores de Ciudades Los que planean los proyectos de la ciudad necesitan el estudio del ambiente en el desempeño de sus deberes. Performance Objectives: El alumno nombrará a lo menos un uso del estudio del ambiente de un trazador de la ciudad. Methods: 1. Háganle una entrevista a un trazador de la ciudad de su educación y los requisitos de su trabajo. 2. Visiten las oficinas del departamento de proyectos de la ciudad y vean los distintos empleos que hay - diseñador, empleado de oficina, trazadores, ingenieros, secretarias, etc. 3. Hagan una lista de todas las contribuciones de los trazadores a nuestra ciudad.	1. Discuss and list, with the help of the students, the new building projects in the city. Locate the area on a city map, available from the City Planning Department. 2. Discuss why renewal projects are needed. Take a field trip, if possible, to see some of the areas that need improvement. Discuss the reasons these areas "run down". Take pictures around town for a bulletin board display of areas needing improvement and some that have already been improved. 3. Interview a city planner about the areas that have already been redeveloped, such as the Hemisfair area, the market place area, etc., about the problems in improving the areas. 4. Assign as homework: Have the students examine their homes and neighborhoods looking for things that could be improved. Also look at the school and the surrounding area for needs. 5. Plan a program to present to the student body and possibly at the PTA meeting to encourage their help in a neighborhood improvement program. Possibly awards could be given to the home making the most improvements or the block making the most improvements.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: City Planners City planners use environmental study in performing their duties.	Concept: Gaining prestige in your community gives a feeling of well-being.	Education Service Center, Region 20 4858"Neighborhoods Are Different" 11 minutes in color 4248"Homes Around the World" 11 minutes in color Bilingual Bilingual Dept., H.I.S.D. S-154 Otros Tabajadores de la Comunidad S-165 Las Afueras de la Ciudad	
Performance Objectives: The child will name at least one use a city planner makes of environmental studies.	Performance Objectives The child will tell at least one thing a city planner might do to gain prestige in the community.		
Methods: 1. Interview a city planner about his training and his qualifications for his work. 2. Visit the offices of the city planning department and see all of the different jobs that are available, such as draftsmen, clerks, planners, engineers, secretaries, etc. 3. Make a list of all of the contributions to our city by the planners.	Methods: 1. Define the word prestige and find some synonyms for the word. 2. Discuss how city planners can gain prestige in our community. 3. Discuss ways anyone could gain prestige. List some of the things through which we might gain prestige. Examples: personality, character, talent, beauty, wealth, etc.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
How man organizes his environment: Its government, one nation, sub-divided	The child will be able to perform the following activities: 1. In essay form, explain the purpose of the Continental Congress. 2. Name in writing the first President of this country and his vice-president. 3. Name the present President the Vice-President and at least three cabinet positions and the names of the two governing bodies. 4. Name the present governor of our state and at least three state positions and name the two governing bodies. 5. Tell orally how these governing officials came to be in their present positions.	Vocabulary: court - corte, consejo document - documento, escritura government - gobierno justice - justicia, juez supreme - supremo, lo más grande Concept: Jueces del Consejo supremo Los jueces del consejo supremo necesitan saber y comprender la formación de nuestro gobierno y sus documentos. Performance Objectives: El alumno dirá del trabajo principal de un juez del consejo supremo. Methods: 1. Escuchen y discutan la cinta de cajita del trabajo del juez del consejo supremo. 2. Discutan como alcanzan a servir en el consejo supremo y cuales deben ser sus requisitos. 3. Discutan algunas decisiones del consejo supremo que han afectado la educación en recientes años.	1. Study the organization of man's government. Look up information about the Continental Congress, and the writing of the original constitution, the reasons for this organization and in general terms what the first constitution provided. Locate information about the first president and his organization of government. 2. Study our present government organization in Washington. Compare this with the first organization. Explain the changes. 3. Study the organization of our state government. Make a diagram of the authority over us in the state. Locate the names of the governor, state officers, local representatives to the house and the senate in the state and in Washington. 4. Study our local government organization. Learn the names of city and county officials. 5. Locate information on how these people were elected. Interview people from the Republican and the Democratic committees or the elected officers, if possible. 6. Discuss the problems of having only one government for the whole nation.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Supreme Court Justices Supreme court justices need to know and understand the formation of our government and its documents. Performance Objectives: The child will tell in his own words the main job of a supreme court justice. Methods: 1. Listen to and discuss the cassette tape of the work of the supreme court justice. 2. Discuss how they get to be on the court and what their qualifications should be. 3. Discuss some of the supreme court decisions that have affected education in the last few years.	Concept: One of the standards of character and conduct of Freedom's Code is to defend basic human rights. Performance Objectives The child will tell how supreme court justices can defend our basic human rights. Methods: 1. Discuss the bill of rights one by one and discuss how they effect us. 2. Discuss how these rights can be defended, can be used, and who can defend these rights.	1. Harlandale Audio Visual Center: filmstrip and record: K-99(PR-450)"The Supreme Court" filmstrips: K-1 "George Washington, Our First President" K-3 "Freedom's Flag" K-4 "Your Bill of Rights" Birth of Our Nation Series E-43 "Story of G. Washington" Great American Presidents J-37 "Declaration of Independence" J-38 "Causes of the Revolution" J-51 "Taxation Without Representation" The American Revolution Series J-43 "Birth of Our Freedom" Our American Heritage Series cassette tapes: Cas.T-77"A Congressman and What He Does" Cas.T-78"A President and What He Does" Cas.T-79"A Governor and What He Does" Cas.T-80"A Senator and What He Does" Cas.T-81"A Mayor and What He Does" Cas.T-82"A Supreme Court Justice and What He Does" 2. Education Service Center,Region 20: 4950 "Our City Government" 10 minutes in color 8877 "The Great Rights" 14 minutes in color Bilingual K-99(PR450) above See and discuss in Spanish	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
How man organizes his environment: Fifty states	The child will be able to perform the following activities: 1. Iabel the fifty states and their capitals on an outline map of the United States. 2. Write the names of the neighbors bordering the United States. 3. Name in writing at least five famous landmarks of the United States. 4. On a given list of data, match the correct state to the identifying data.	Vocabulary: governor - gobernador nation - nación state - estado structure - estructura, hechura Concept: Gobernadores Los gobernadores necesitan saber y comprender la estructura de los gobiernos de nuestra nación y nuestros estados. Performance Objectives: El alumno dirá los deberes principales de un gobernador y de lo que tiene que saber para desempeñar sus deberes. Methods: 1. Discutan la cinta de cajita del gobernador y de lo que hace. 2. Aprendan el nombre de nuestro gobernador actual y busquen información de los requisitos para la posición. 3. Traten de conseguir algunas hojillas de información de recientes campañas políticas.	1. Using an outline map of the United States, have the students label the states and their capitals. Discuss the boundaries and neighboring states of the following landmarks: Mississippi River, Ohio River, Colorado River, the Great Lakes, the Pacific Ocean, the Atlantic Ocean, the Appalachian Mountains, the Rocky Mountains, the Gulf of Mexico, the St.Lawrence River, Canada, Mexico, etc. 2. Use atlases to locate information about the largest state, the smallest state, the state with the greatest population, the least population, the greatest producer of corn, of wheat, of oil, of cattle, of coal, of lumber, of fruit, of vegetables, of factory production, the greatest rainfall, the least rainfall, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Governors Governors need to know and to understand the government structures of our nation and our state. Performance Objectives: The child will tell the main duties of a governor and what he needs to know in order to perform his duties. Methods: 1. Discuss the cassette tape of the governor and what he does. 2. Learn the name of our present governor and locate some information about the qualifications for the position. 3. Try to locate some of the leaflets of information about candidates from previous election campaigns.	Concept: One of the standards of character and conduct of Freedom's Code is to fulfull obligations of citizenship. Performance Objectives The child will tell how a person serving as Governor fulfills his obligations of citizenship. Methods: 1. Discuss citizenship obligations and make a list of them with the help of the students. 2. Write at least a two page story or theme about "What My Country Means to Me". 3. Discuss how governors can fulfill their obligations as citizens.	Harlandale Audio Visual Center: filmstrips with records: K-96(PR-447) "The City That Freedom Built" K-97(PR-448) "The United States Capitol" Washington D.C. Series 16 mm films: 16-490 "Geography of the Five Pacific States" 15 minutes in color 16-286 "Geography of the Middle Atlantic States" 11 minutes in color 16-495 "Geography of the North Central States" 13 minutes in color 16-284 "Geography of the Rocky Mountain States" 11 minutes in color 16-70 "Geography of the Southern States" 11 minutes in color 16-285 "Geography of the Southwestern States" 11 minutes in color 16-389 "Hawaii - The Island State" 13 minutes in color 16-458 "The Alaskans" 12 minutes in color 16-356 "San Antonio Under Six Flags" 15 minutes in color cassette tape: Cas.T-79 "A Governor and What He Does" Bilingual ESC Region XX Film 2384 Governer B/W 29 MGH (English)	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man's social organization Those that provide services	The child will be able to perform the following activities: 1. Name at least three organizations that provide services to society. 2. Tell at least one service that each of the three named organizations provide.	Vocabulary: clergyman - clérigo, eclesiástico faith - fe, creencia evelfare - bienestar Concept: Clerigos Los clérigos necesitan interesarse de todo el bienestar de la gente para desempeñar sus deberes. Performance Objectives: El alumno contará de a lo menos 2 deberes de los clérigos. Methods: 1. Háganles entrevistas a clérigos locales acerca de su trabajo y su instrucción. Esté segura (-O) de que cada fe esté representada. 2. Hagan una lista de los deberes de clérigos y discútanlos. 3. Permita que los alumnos cuenten de proyectos de su iglesia propia en los cuales ellos han tomado parte ayudando a otros.	1. With the help of the students, make a list on the board of the social organizations that provide services for man. Examples: Goodwill provides jobs and low cost items to needy persons; Lions, Civitans, and Rotarian Clubs provide many services to needy children, such as glasses, hearing aides, or other devices for handicaps; Shriners provide corrective surgery and hospitalization for needy children with handicaps; Chambers of Commerce and the Junior Chamber of Commerce provide information about the city, its people, the climate and the production of goods and services; churches provide spiritual strength, assistance to the needy, youth organizations and camps for youth, homes for orphans and the aged; etc. 2. Have the students choose one of the above or other service organizations to make a study and report their findings to the class. The students might arrange with the teacher's help to have people from these organizations visit the class and talk about their organization - who can belong, how to join, what they do, for whom, etc. Use parents as much as possible.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Clergymen Clergymen need to be concerned about the total welfare of people in order to perform their duties.	Concept: One of the standards of character and conduct of Freedom's Code is to help those in need.	Education Service Center, Region 20: 8262 "Meaning of Patriotism" 14 minutes in color 8297 "Once Upon a Hill, a story of brotherly love" 11 minutes in color	
Performance Objectives: The child will tell at least two duties of clergymen.	Performance Objectives The child will tell at least one way a clergyman could help someone in need.		
Methods: 1. Interview local clergymen about their work and their training. Be sure that each faith has a representative, if possible. 2. List the duties of clergymen and discuss them. 3. Allow the students to tell about projects at their own church in which they have had a part in helping others.	Methods: 1. Discuss how clergymen can help those in need. List some possible needs that they may be able to fill. 2. Discuss ways in which we can help those in need. 3. Plan a class project or a school project to help someone in need.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man's social organizations: Those that provide fellowship and recreation	The child will be able to perform the following activities: 1. Name at least three social organizations whose main purposes are not primarily providing for the needy. 2. Tell at least one primary purpose for each of the three named organizations.	Vocabulary: scout - explorador (noun) explorar (verb) scoutmaster - jefe de niños exploradores Concept: Oficiales de niños exploradores Estos oficiales necesitan saber de las necesidades de los jóvenes y su desarrollo para desarrollar sus programas de exploradores. Performance Objectives: El alumno contará de a lo menos 3 deberes de jefes de niños exploradores. Methods: 1. Háganles entrevistas a los jefes de niños y de niñas exploradoras acerca de sus deberes. Tambien, háganles entrevistas a los representantes del distrito y del estado de su trabajo y su instrucción. 2. Permita que los alumnos cuenten de lo que han aprendido en su organización de exploradores.	1. With the help of the students, make a list on the board of organizations whose primary purposes are to provide fellowship and recreation. Examples: Scouts provide fellowship, training for survival, citizenship, crafts, and recreation: YMCAs and YWCAs provide a place to stay, sports opportunities, exercise equipment and swimming facilities; Country Clubs offer recreation, food, fellowship; Little Leagues offer sports: etc. 2. Allow the students who belong to any of the social organizations to tell about their organization and their goals and activities. 3. Organize a social committee in your class to assist in the planning of special occasions for the class, presenting the plans to the class for voting. Decide upon ways to finance these occasions, getting the approval of the teacher and the principal for the activities they have in mind.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Scouting Officials Scouting officials need to know about the needs of young people and their development in order to develop the scouting programs.	Concept: One of the standards of character and conduct of Freedom's Code is to understand the obligations of citizenship.	Education Service Center, Region 20: 4024 "Families and Recreation: Fun For Everyone" 10 minutes in color	
Performance Objectives: The child will tell at least three duties of scout leaders.	Performance Objectives The child will tell at least two ways that scout leaders are fulfilling their obligations of citizenship.		
Methods: 1. Interview the local scout leader for girls and the one for boys about their duties. Also interview the district or state representative about their work and their training for the job. 2. Allow the students to tell some of the things they have learned from scouting.	Methods: 1. Discuss what scout organizations teach about citizenship. Allow the students to tell what they have learned about citizenship from their scout meetings. 2. Discuss ways in which all of us could show our citizenship obligations.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Man's political organizations: Political campaign, getting voters out	The child will be able to perform the following activities: 1. Explain orally why voting is an important obligation of citizenship. 2. Name at least one way he can help get his family or his relatives out to vote.	Vocabulary: committee - comisión committeemen (-women) - miembro de comisión. political - político republican - republicano democratic - democratico Concept: Miembro de la comisión Democratica o Republicana Estos trabajadores necesitan saber y comprender los requisitos de oficiales elegidos. Performance Objectives: El alumno nombrará el deber principal de miembros de comisiones políticas. Methods: 1. Háganle una entrevista a un miembro de una comisión acerca de su trabajo en su partido político. 2. Discutan la necesidad de que alguien anime a las mejores personas competentes que sean competidores para un oficio público. Discutan los caracteristicos que los políticos necesitan además de su educación.	1. Use any occasion for voting, local, state or national, to have the students study the issues to be voted for or against. Assist the students in locating as much information as possible about the issues, taking care not to allow personal opinions to interfere. 2. Discuss with the students "How can you get more of your relatives and friends to the polls this year?" List ways that they might be able to help. Examples: their enthusiasm, their understanding of the issues, offers of services such as baby-sitting so they can go to the polls, etc. 3. Make posters to place in store windows to advertize or remind people to vote and to advertize the issues. 4. Make leaflets to be given to the student body to take home reminding the parents to vote. 5. Plan a skit of interviews with "People of the Street". Have the students give the reporter excuses for not voting, the more ridiculous the better, some will also give good reasons why they will be there to vote. Present it to a PTA group if possible. 6. Interview politicians on the issues involved.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Democratic or Republican Committeemen Democratic or republican committeemen need to know and to understand the qualifications of elected officials.	Concept: One of the standards of character and conduct of Freedom's Code is to fulfill the obligations of citizenship.	Harlandale Audio Visual Center: filmstrips: K-6 "Being Active in Government" K-7 "Citizens in a Democracy" K-11 "How Government Helps the People" K-13 "Test on Rights and Duties" Citizenship Series Bilingual K-6 above See and discuss in Spanish	
Performance Objectives: The child will name the primary duty of political committeemen or committeewomen.	Performance Objectives The child will tell how political committeemen can fulfill their obligations of citizenship.		
Methods: 1. Interview a committeeman or committeewoman about his or her work in the political party. 2. Discuss the need for someone to encourage the best qualified persons to run for public office. Discuss some traits of character that public officials need besides job training.	Methods: 1. Discuss how politicians, political committeemen, and elected public officials can fulfill their citizenship obligations. 2. Discuss how all citizens can see to it that the politicians fulfill their obligations. 3. Discuss how we can show our own responsibilities of citizenship.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
The interdependence of nations: The United Nations Council	The child will be able to perform the following activities: 1. Write the location and the purpose of the United Nations Assembly. 2. Name at least ten members of the United Nations. 3. Name at least three agencies of the United Nations and identify at least one purpose of each agency named.	Vocabulary: council - consilio, consejo interdependence - dependencia mutua United Nations - naciones unidas member - miembro Concept: Miembros del Consilio de las Naciones Unidas Los miembros del consilio de las naciones unidas necesitan comprender de la dependencia mutua del hombre. Solo así podrán servir el mejor interés del país que representan. Performance Objectives: El alumno contará de a lo menos 2 deberes de los miembros del Consilio de las Naciones Unidas. Methods: 1. Busquen noticias en periódicos o revistas de las actividades del consilio de las naciones unidas. 2. Háganle una entrevista a alguna persona que ha visitado el edificio de las Naciones Unidas y pregúntenle de lo que observó. 3. Vean y discutan la película de la escuela de las naciones unidas. Discutan las nacionalidades de los alumnos en la película.	1. Discuss what the United Nations is and its purpose after viewing the film on the United Nations. List some of the agencies of the United Nations and their purposes. 2. Draw a picture of the U.N. flag for the center of a large bulletin board, and draw flags of the other countries in the council for displaying around the U.N. flag. 3. Construct a replica of the U.N. building and collect objects or pictures of objects from as many other countries as possible, dolls of many nationalities, or any artifacts available for a U.N. display. 4. Create posters or murals depicting important events or information on the countries belonging to the U.N. 5. On a world map pinpoint all of the countries on which you have located information. 6. Collect newspaper and magazine clippings of the United Nations news. 7. Write to the U.N., Dept. of Public Information, N.Y.,N.Y. 8. Exchange letters with other members of the U.N. about your country and their country. 9. Make a list of the primary purposes of the U.N.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Members of the United Nations Council Members of the United Nations need an understanding of the interdependence of man in order to serve on the council in the best interests of the country that they represent. Performance Objectives: The child will tell at least two duties of members of the United Nations Council. Methods: 1. Locate newspaper and magazine articles about the U.N. Council activities. 2. Interview someone who has visited the U.N. about what they observed. 3. View and discuss the filmstrip of the U.N. School. Discuss the nationalities of the students seen in the film.	Concept: One of the standards of character and conduct of Freedom's Code is to show consideration for the welfare of others. Performance Objectives The child will tell how members of the United Nations Council can show consideration for others. Methods: 1. Discuss some of the problems that might arise when all of the nationalities get together. Name some of the different customs, ways of living, kinds of food, kinds of dress, etc. that could be found in the group. Discuss how they can get along by showing consideration for each other. 2. Discuss ways that we can be considerate of others.	Education Service Center, Region 20: 8056 "Focus On The United Nation: Problems of Micro-States" 14 minutes in B/W Harlandale Audio Visual Center: F-95 "Visiting the U.N.School" Patriotic Visits Series Bilingual 8056 above See and discuss in Spanish	

APPENDIX

Name _____ Date _____

Using ar, er, ir, or, and ur Words

Choose the correct word to finish each sentence.

1. The little girl fell and _____ her new dress. (tore, tire)
2. When she fell, she _____ her arm. (harp, hurt)
3. The bird sat in the _____ tree. (fir, for)
4. A bear has heavy _____. (far, fur)
5. Jack threw the _____ and hit the target. (dart, dirt)
6. There are many _____ in the sky on a clear night. (stirs, stars)
7. The meat we get from pigs is called _____. (park, pork)
8. It is fun to play in the _____. (park, pork)
9. The man put a new _____ on his car. (tire, tore)
10. Mr. Black's cows slept in the _____. (born, barn)
11. Old Mrs. Brown liked to sit on the _____ and watch the children play. (pirch, porch)
12. The bird liked to _____ in the old oak tree. (perch, porch)
13. Jack gave his mother a pretty _____ on her birthday. (cord, card)
14. Janet is making a cake. She must _____ it well. (stir, star)

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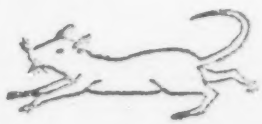
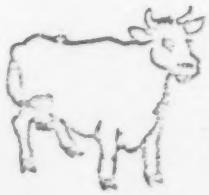
Name _____ Date _____

More Letters That Work Together

Say these words. Listen for the sound that ou and ow make in these words.



mouse



cow

clown

cloud

flowers

Read the story and underline the ou and ow words.

Said the little mouse, "I must have a new house." "The stout old woman will not let me live under her couch," said the mouse with a frown. Now where can a proud mouse find a fine house? "Listen," said the wise old owl. I will tell you how to make a pretty brown house with flowers all around.

Sometimes ow has the long o sound as in yellow. Say these words. Hear the ow sound.

arrow

snow

rainbow

pillow

Say the following words. Draw a circle around the words that have the long o sound.

clown	crown	row	crow
know	grow	slow	drown

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Name _____ Date _____

More Letters That Work Together

Oi and oy make the vowel sound you hear in boy and oil.

boy

oil

Say these words using the oi and oy sound. Draw a circle around the letters that make the vowel sound.

joy	toy	soil	coin
choice	join	enjoy	noise
boil	point	annoy	spoil

Au and aw make the vowel sound you hear in saw and because.

Say these words. Make the letters au and aw say the vowel sound you hear in saw. Circle the letters that make the vowel sound.

draw	crawl	yawn	fault
haul	straw	hawk	haunt

Choose a word from the list to complete the sentences below. Use the sounds of au, aw, oi, and oy.

noisy haunted crawled annoyed enjoyed yawned

1. The baby _____ across the floor to get the toy rabbit.
2. The children were very _____. The noise _____ mother.
3. The children liked the story about the _____ house. They _____ the story every time they heard it.
4. Daddy was very tired. He _____ as he read the paper.

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How Many Syllables?

We can tell how many parts or syllables a word has by counting the vowel sounds. When two vowels are together, we usually count them as one because they make only one sound. Remember also that y is sometimes used as a vowel.

Say the words below. Count the vowel sounds in each word. Circle the vowel sounds that you hear. How many syllables are in each word?

p(e)n(i)l 2 p(u)pp(y) 2 v(a)l(e)nt(i)ne 3

kitten	____	September	____
after	____	yellow	____
letter	____	potato	____
forgotten	____	yesterday	____
paper	____	faster	____
elephant	____	reading	____
wonderful	____	hammer	____
funny	____	number	____
November	____	happy	____
Halloween	____	October	____
belong	____	pitter	____
slower	____	runner	____

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Do You Know?

You have learned two ways of dividing words into syllables.

1. When you see a vowel-consonant-consonant-vowel, try dividing between the two consonants.

l e t|t e r
v c c v

c i r|c u s
v c c v

2. When you see a vowel-consonant-vowel, try dividing before the consonant.

r e|c e s s
v c v

s i|l e n t
v c v

Can you divide these words into syllables? On the line next to the word write the number of the rule that you followed.

decide 2
basket ____
perhaps ____
before ____
certain ____
kitten ____
refuse ____
midnight ____
candy ____
student ____

final ____
bundle ____
robber ____
needle ____
master ____
bottom ____
music ____
lesson ____
picnic ____
traffic ____

Yes and No Fun

1. Could a robber ever have a needle at the bottom of his pack? Yes No
2. Could a student ever decide to take a music lesson? Yes No
3. Should a little boy ever play with his kitten in traffic at midnight? Yes No

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More Words for Hard Workers

Many words have more than two syllables. In some of these words you will find vowel-consonant-consonant-vowel and vowel-consonant-vowel patterns in the same word.

Divide these words into syllables and sound out each part. How many syllables are in each word?

u m|b r e l|l a 3

dependable _____ entertainment _____

incubator _____ volcano _____

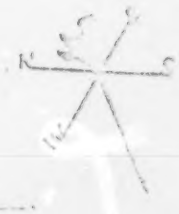
directions _____ spectator _____

chimpanzee _____ locomotive _____

professor _____ consonant _____

Use the above words to complete the following sentences. Make sure that each word makes good sense in the sentence.

1. Someone who watches a game is called a _____.
2. If someone can count on you, you are _____.
3. A place where baby chicks are hatched is called an _____.
4. The engine of a train is called a _____.
5. An animal that can do funny tricks is a _____.
6. Any letter that is not a vowel is called a _____.
7. Someone who teaches might be called a _____.
8. A mountain of earth with hot lava inside is a _____.
9. North, south, east and west are _____.



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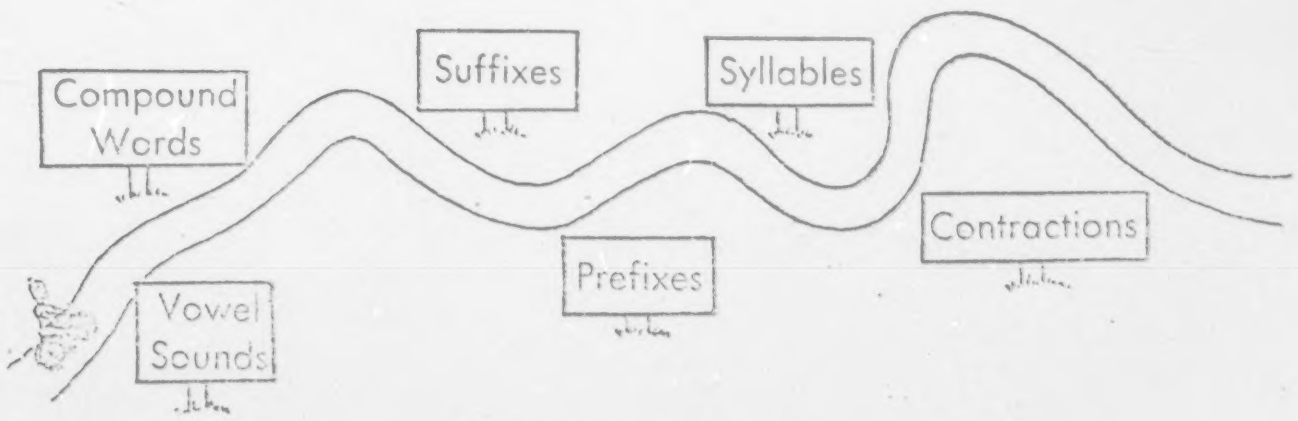
More Work for Hard Workers

Can you use what you have learned about prefixes and suffixes to read the following sentences? Some words have a prefix and a suffix. Look first for the root word and then the prefix and suffix.

1. Do boys sometimes have a disagreement about what team should be infield first? Yes No
2. Is it unwise to be untruthful? Yes No
3. Are you likely to have many friends if you are always disagreeable? Yes No
4. Is it unbelieveable to see a boy flying through the air on a butterfly? Yes No
5. When you are unkind, are you likely to be friendless? Yes No
6. Is it unfair for the same team to always be infield first? Yes No
7. Could you fall if the ground were uneven and you were not watching where you were going? Yes No
8. Is a boy who shares his candy showing unselfishness? Yes No
9. Is it unlawful for a person to be joyful? Yes No
10. Is it better to be truthful than to be hateful? Yes No
11. Would you be fearful of a playful puppy? Yes No
12. Should it be painful to go to an entertainment? Yes No

The Road to Good Reading



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More Prefixes

Dis at the beginning of a word gives the opposite meaning of that word.

dis + please = _____ dis + trust = _____

dis + like = _____ dis + place = _____

dis + own = _____

1. If you do not like something, you would be _____ with it.
   pleased displeased
2. If you do not believe someone, you may _____ him.
   trust distrust
3. If you do not care for something, you _____ it.
   like dislike
4. When you move something, you _____ it.
   place displace

Pre at the beginning of a word means before.

pre + view = _____ pre + paid = _____

pre + fix = _____

Mid at the beginning of a word means in the middle.

mid + day = _____ mid + way = _____

mid + night = _____

Choose one of the following words to complete each of the sentences below.

prefix midway prepaid preview midnight

1. If you see a part of a movie before you see the whole thing, you _____ it.
2. Twelve o'clock at night is _____.
3. If you pay for something before you get it, you have _____.

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More Suffixes

We use the suffix ful to mean full of or full.

hand + ful = _____ hate + ful = _____

rest + ful = _____ use + ful = _____

joy + ful = _____ fear + ful = _____

care + ful = _____

Yes or No

1. Would you like to have a handful of nickels? _____
2. Is a mouse fearful of a cat? _____
3. Is a broom useful when you clean the house? _____
4. Are you joyful when you fall and hurt yourself? _____
5. Is it good to be hateful? _____
6. Would a long nap be restful? _____
7. Should you be careless in doing your work? _____

Add the suffix ment to these words.

ship + ment = _____ entertain + ment = _____

move + ment = _____ apart + ment = _____

pave + ment = _____ agree + ment = _____

pay + ment = _____

Yes or No

1. Is a pavement likely to be muddy? _____
2. Do many people live in an apartment? _____

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In the sentences below choose the correct word for each blank. Remember that the words sound alike but are spelled differently and have different meanings.

1. The boy _____ the ball _____ the window.
   threw through

2. _____ bus will be here in an _____.
   hour Our

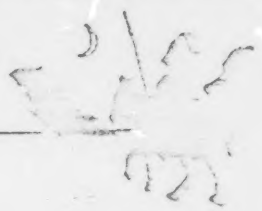
3. We _____ in the new car. The _____ was very bumpy.
   road rode

4. The boys _____ _____ apples!
   eight ate

5. Did you _____ them go into the _____?
   see sea

6. _____, I do not _____ when they will come home.
   No know

7. Mother _____ the boys to the store. They spent only one _____.
   sent cent



8. The _____ rode his horse out into the _____
   night knight

9. The boy told a _____ about the mouse that had no _____.
   tail tale

10. The _____ could not find anything to eat because the ground was _____.
    bear bare

11. I do _____ know how to tie a square _____.
    not knot

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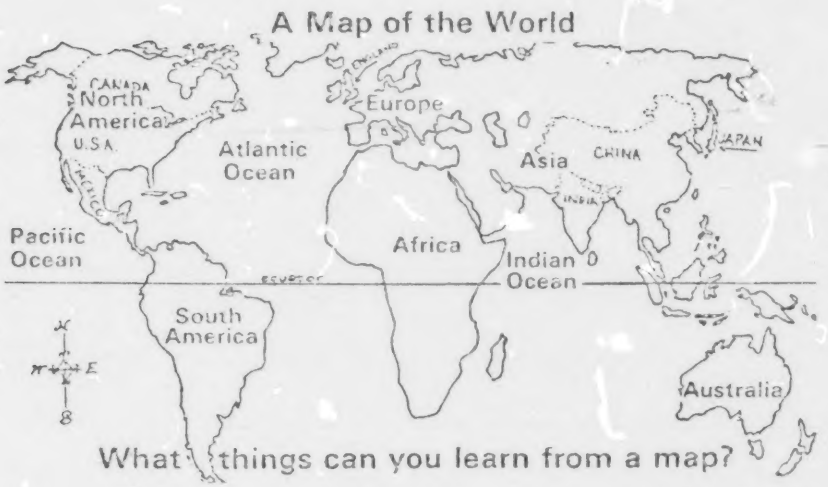
To learn how to use a *world map.*



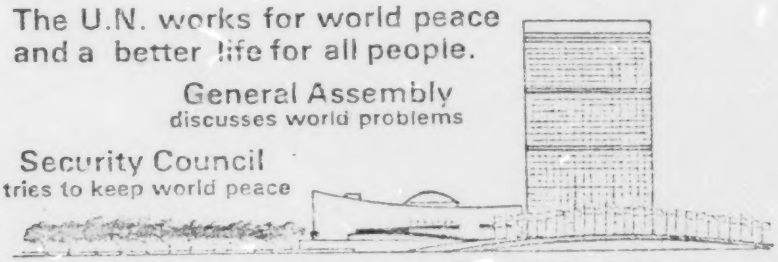
What things can you learn from a map?

To learn how the *United Nations* tries to help solve world problems.

The U.N. works for world peace and a better life for all people.

General Assembly
discusses world problems

Security Council
tries to keep world peace



Organizations

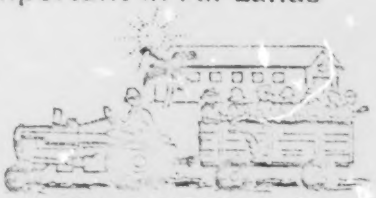
UNICEF
helps nations help children

The United Nations
- began in 1945
- has about 130 members
- meets in New York

To learn about *family* and *group* living.

Family Love and Care – Important in All Lands

Basic Family Unit
Family cares for itself and lives alone.



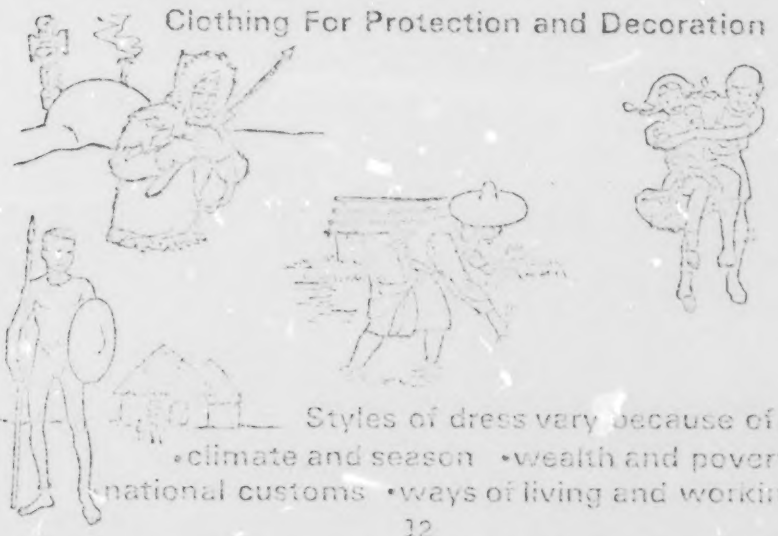
Kibbutz, Commune
Members share work. Children often live together.

Decentralized Family Life
The State helps care for the children and aged.

Small Tribes
Everyone helps each other.

To learn how *clothing* is adapted to life styles and environment.

Clothing For Protection and Decoration



Styles of dress vary because of:
- climate and season
- wealth and poverty
- national customs
- ways of living and working

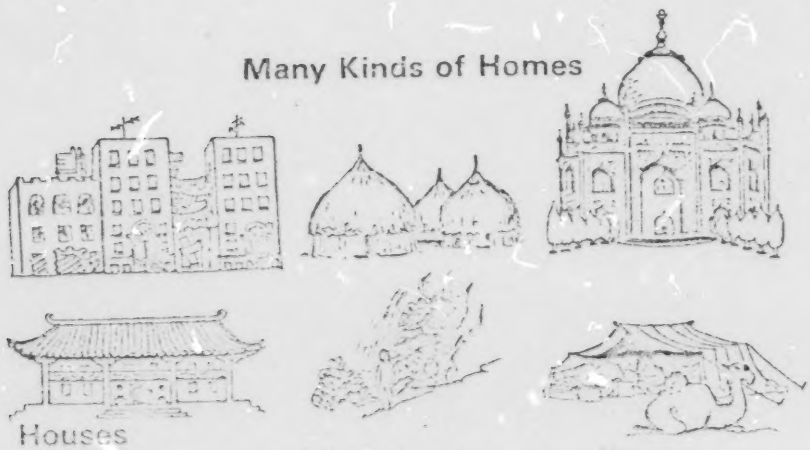
To learn what *environment* means.

Environments

Weather, land and water, city or country, language, customs–everything around you is part of your environment.

Objective: To learn about different kinds of *houses.*

Many Kinds of Homes



Houses

- are adapted to climate and surroundings
- are many different shapes and sizes
- reflect wealth or poverty

To learn about *food* in other lands.

Food for Health and Good Flavor

Menu Today:

Some people have very little to eat.

no:

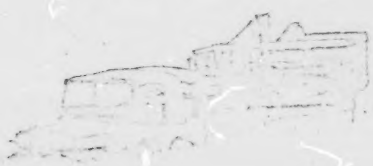
variety

What people eat depends on:
- national customs
- what they can get
- wealth or poverty

To learn how *work* differs in other countries.

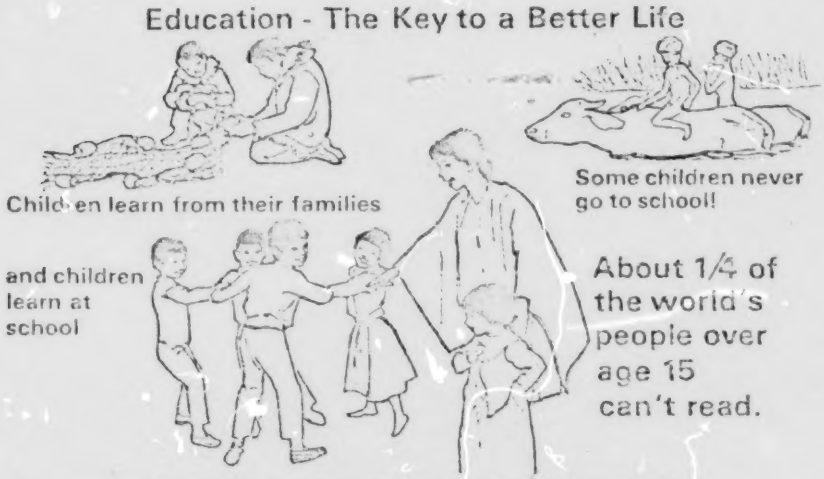
Jobs

In some countries machines help with much of the work.

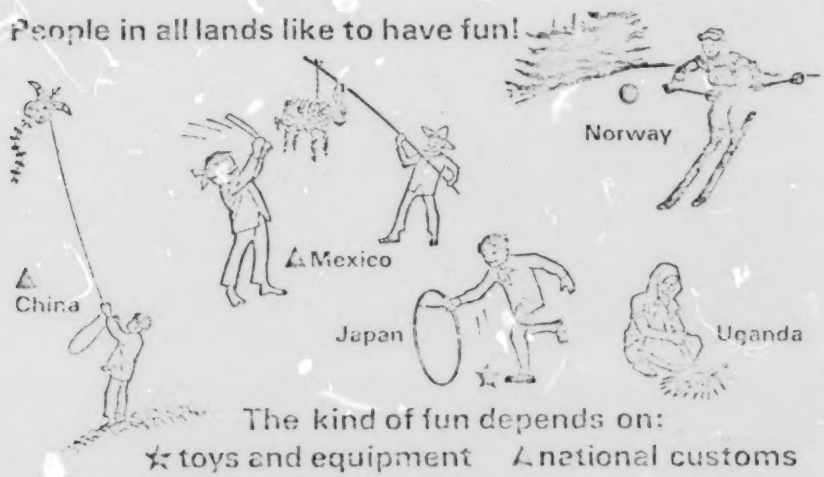


In many countries people do most of the work alone.

To learn about *education* in other lands.



To learn how people in other lands have *fun*.



To learn about *art* and *handcrafts* in other countries.

To learn that *languages* differ.

Different People — Different Languages		
English	Good-bye	Thank you
Spanish	Adios	Gracias
German	Aufwiedersehen	Danke
French	Au revoir	Merci

Not all languages use A B C's!

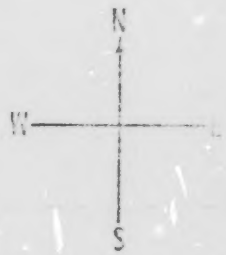
Russian здравствуйте

Hebrew שָׁלוֹם

Chinese 你好 Hello

NAME _____ DATE _____

CONTINENTS AND OCEANS



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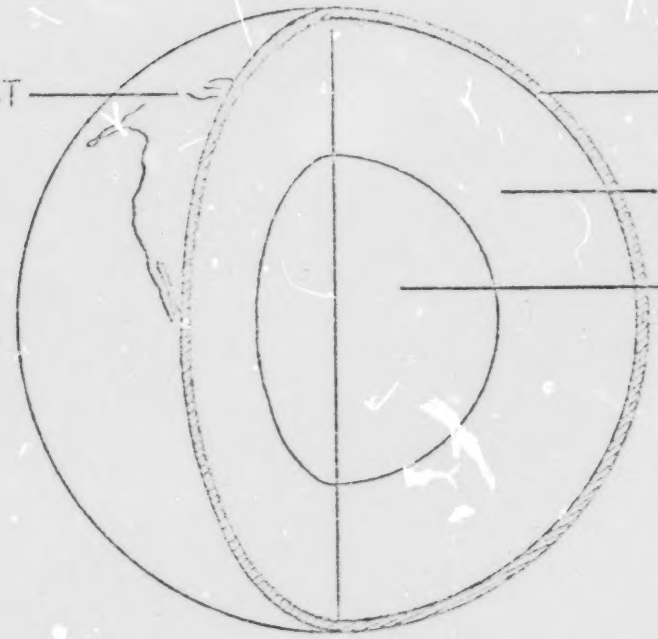
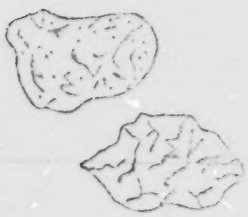
INSIDE AND OUTSIDE OF THE EARTH



INSIDE THE EARTH

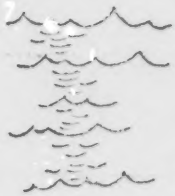
ROCKS



MINERALS

SOIL

WATER



AIR

ON THE CRUST OF THE EARTH

Wind and moving water can cause rocks and minerals to break up into smaller pieces. These pieces later become part of the soil. Soil can be washed away by rivers and streams.

PUPIL ACTIVITIES

1. Circle the part of the earth on which we live.
2. How many kinds of things are found on the crust of the earth? _____.
3. Put an X by the name of the part of the earth's crust which we use to grow plants.
4. Color the parts of the inside of the earth.

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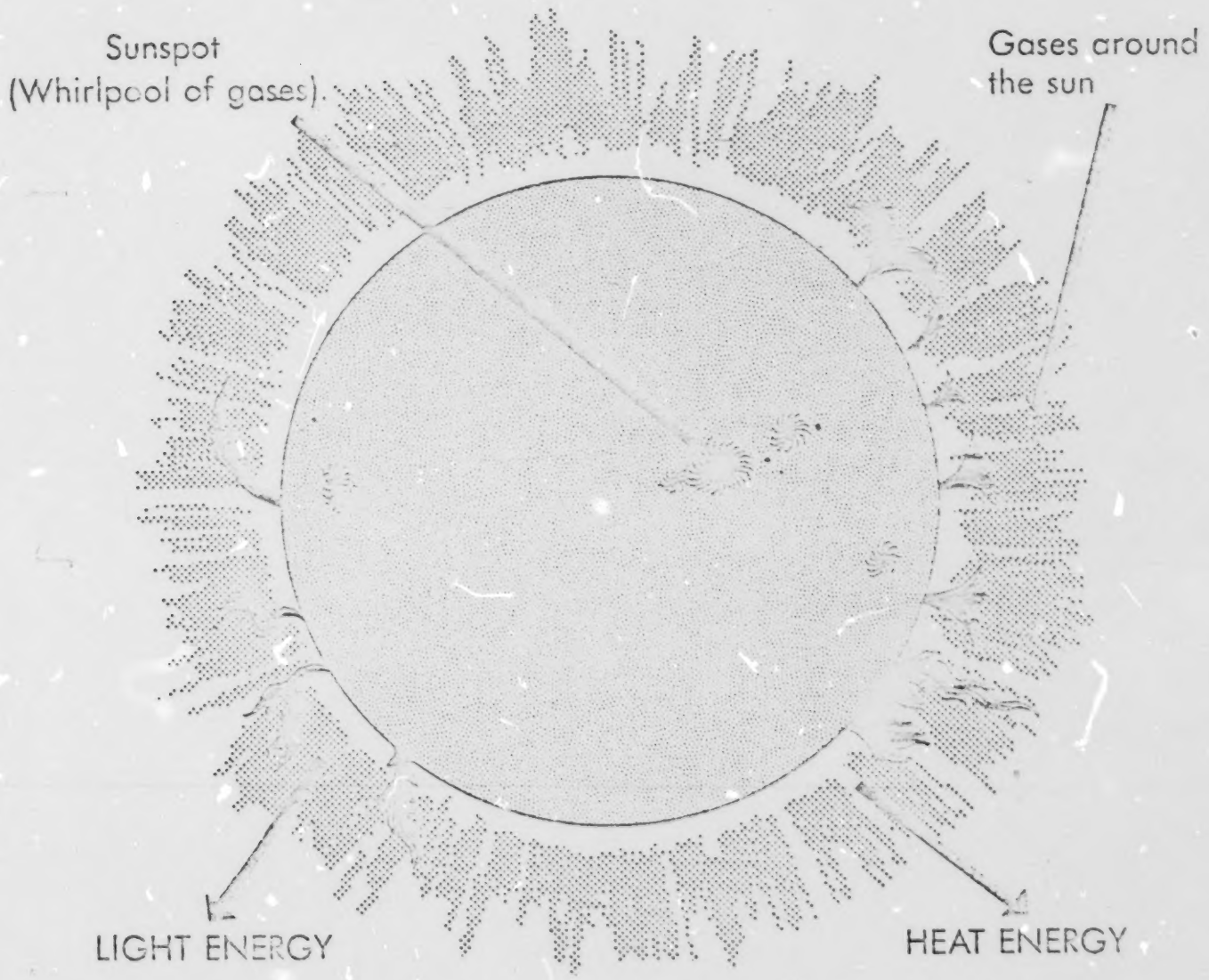
THE SUN

The sun is made up of burning gases.



The sun is the nearest star to the earth.

PUPIL ACTIVITIES

1. Circle the dark spots that show "storms" on the sun.
2. The sun gives the earth two kinds of energy _____ and _____.
3. Circle the correct answer: The sun is really a star. Yes. No.
4. Color the sun orange and the sunspots black.

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THE SUN'S FAMILY

SUN

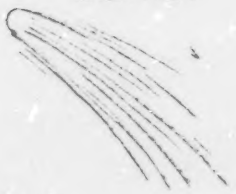
MERCURY 1

VENUS 2

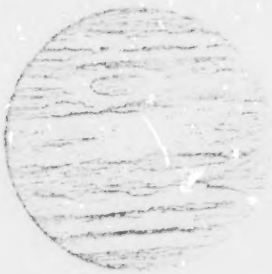
EARTH 3

4 MARS

ASTEROIDS



COMET



JUPITER 5

6 SATURN

7 URANUS

8 NEPTUNE

9 PLUTO

PUPIL ACTIVITIES

1. Circle the planet nearest to the sun. Put an X by the largest planet.
2. Draw a line under the planet farthest from the sun.
3. How many planets are there? _____.
4. The only planet with rings is _____.
5. Circle your answer. The sun is larger than any planet. Yes. No.

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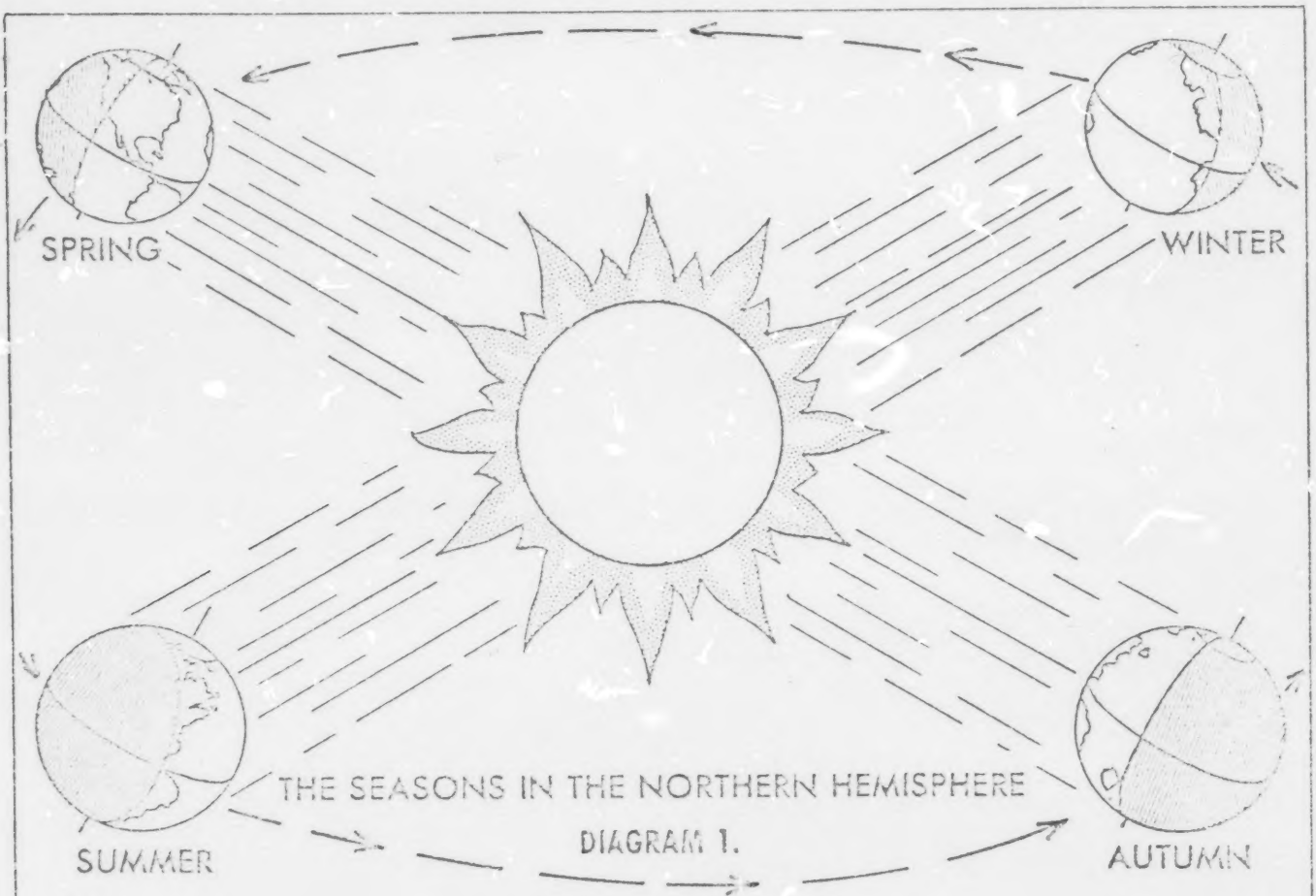
NAME _____ DATE _____

DIAGRAM OF EARTH MOVEMENTS



THE SEASONS IN THE NORTHERN HEMISPHERE

DIAGRAM 1.

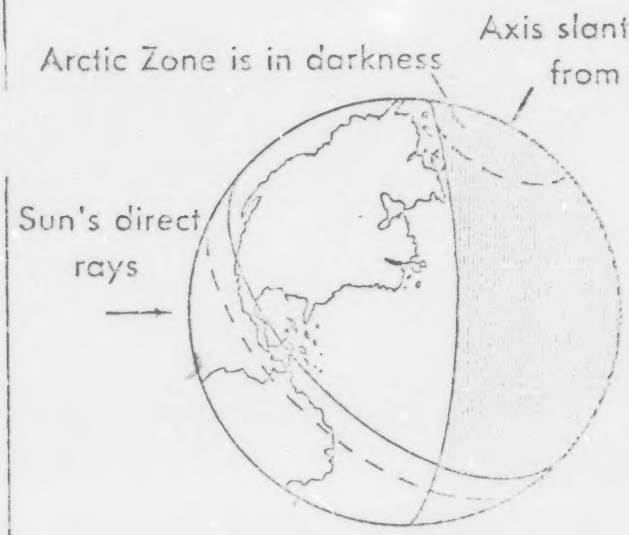


DIAGRAM 2.

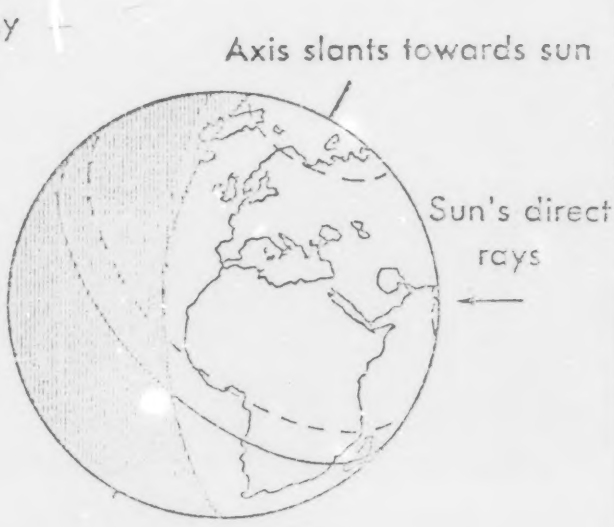


DIAGRAM 3.

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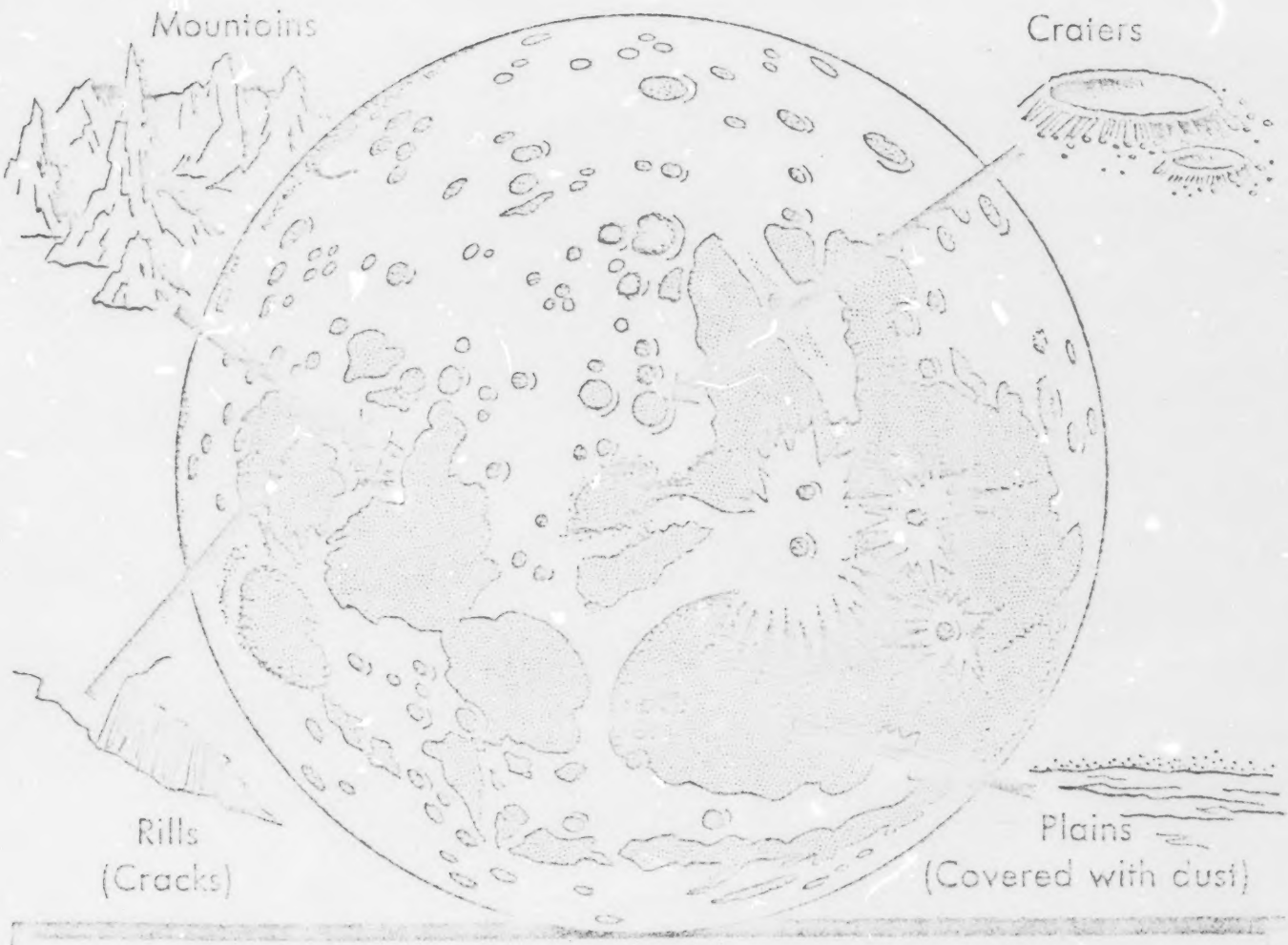
THE MOON



The Moon Is:

1. Smaller than the earth.
2. Gravity pull is weaker than on earth.
3. Without air or water.
4. Very hot in sunlight and very cold in shade.

PUPIL ACTIVITIES

1. Circle your answer: All of the moon is very smooth. Yes. No.
2. Draw a line under the word that names the smooth part of the moon.
3. Circle your answer: There are rivers on the moon. Yes. No.
4. Color the parts of the moon.

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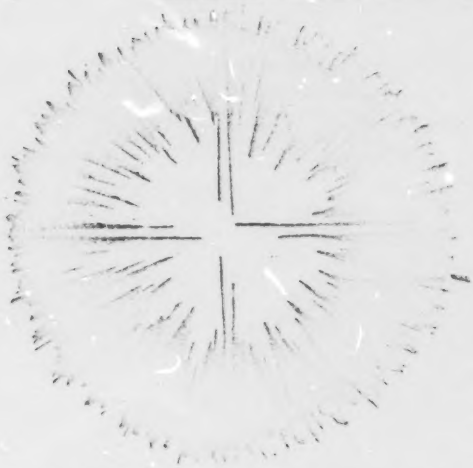
STARS

Stars are suns in space. They make and give off their own light.



A mass of burning gases that give off light.

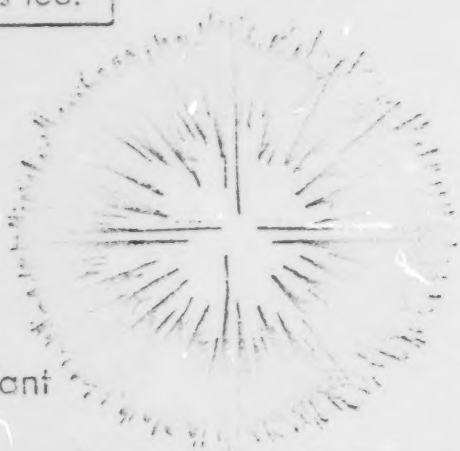
Stars are very, very far from earth.

EARTH

Stars have different sizes. They have different colors and temperatures too.

Dwarf Star

Giant Star



Super Giant Star

PUPIL ACTIVITIES

1. Things in space that make and give off their own light can be called _____.
2. Small stars are called _____ stars. The biggest stars are called _____ stars.
3. Circle your answer: Real stars look like the stars we see on our flag. Yes. No.
4. Circle your answer: Stars give off different colors of light. Yes. No.

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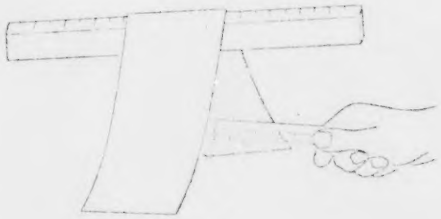
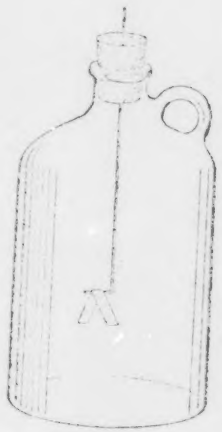
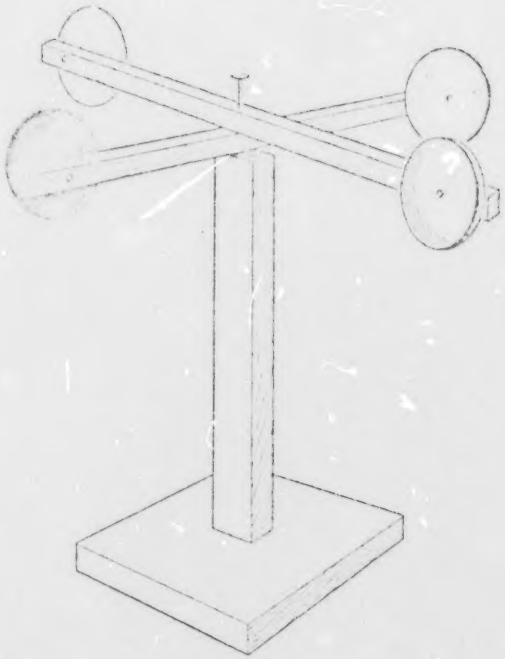


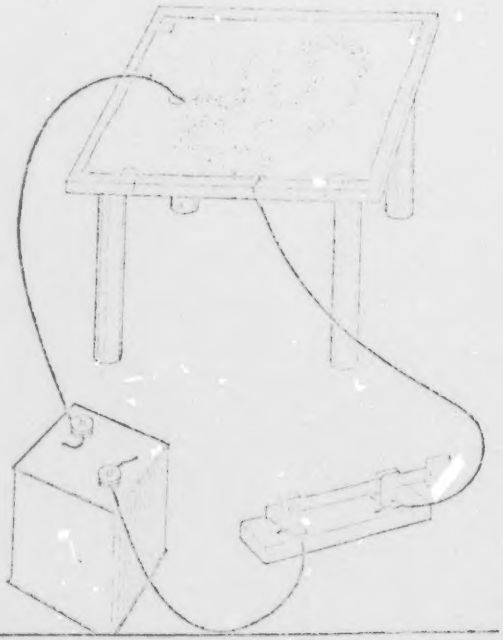


An Electroscope

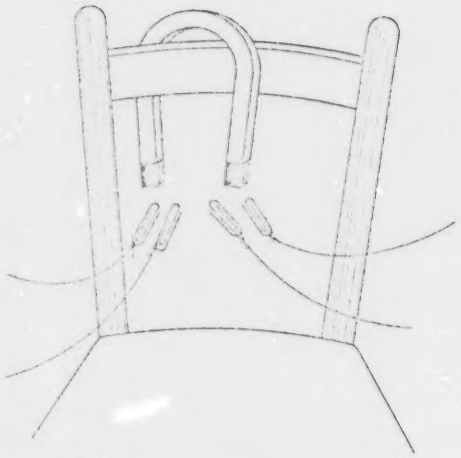


An Anemometer

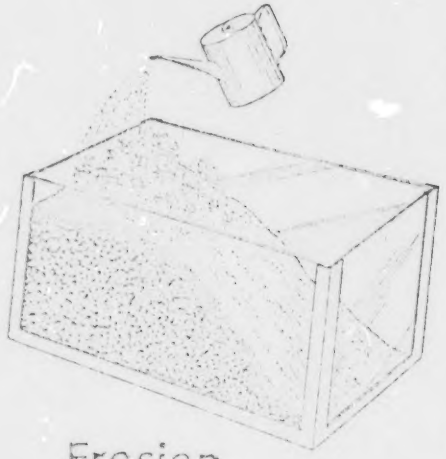
A Rheostat



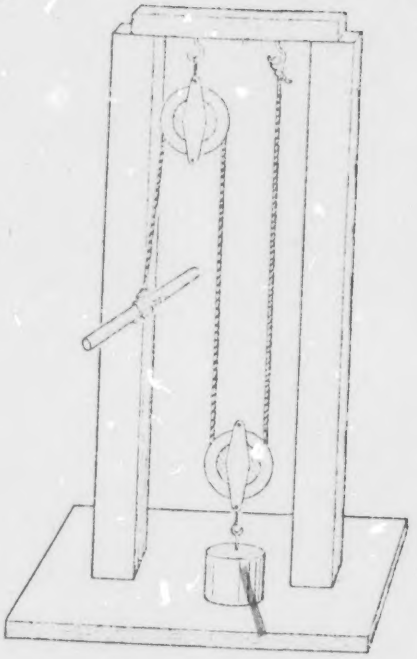
Finding Magnetic



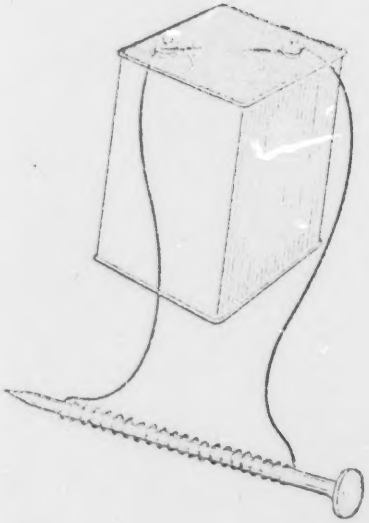
Magnetic Fields



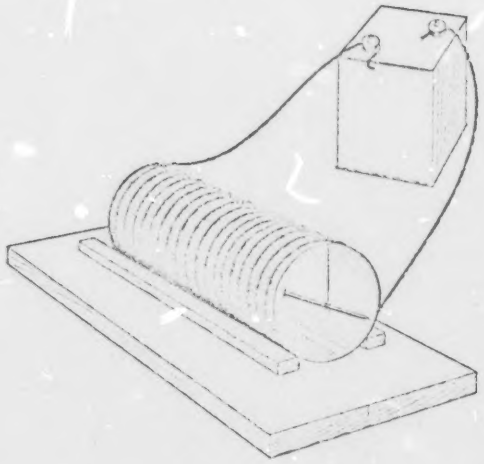
Erosion



Pulleys

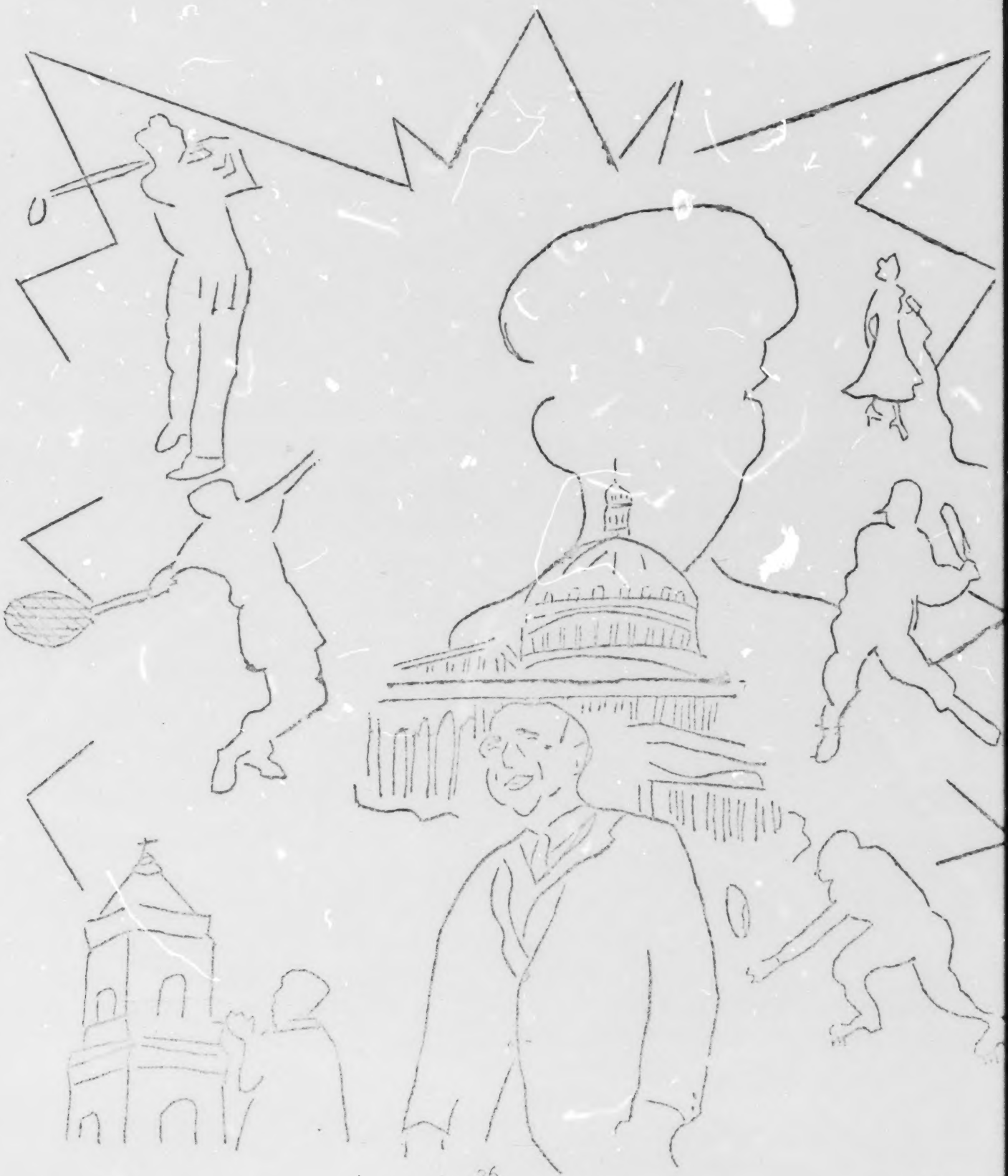


An Electromagnet



A Galvanometer

Mexican Americans of Today



Introduction to the Pupil

The following biographies of some of our famous Mexican Americans are magnificent examples that anyone can get to the top of the mountain if one really works for it. Almost nothing is impossible. Education, hard work, know-how and honesty will help one succeed.

Dorcas U. DeSoto
Coordinator
Bilingual Department
Harlandale Independent School District
San Antonio, Texas

1971

Actor--Anthony Quinn

Anthony Rudolfo Oaxaca Quinn is a movie star who was born in Mexico and came to the United States as a baby.

Anthony worked with other migrant children since he was five in the states of Texas and California. He helped his mother and grandmother pick fruit and walnuts for 10¢ an hour. There was so little to eat that he would often faint from hunger.

Anthony held many jobs as a boy. He was shoeshine boy, newsboy, carpenter, cement mixer, boxer and even foreman of an apricot ranch at the age of fourteen.

Though Anthony Quinn attended school on and off, he did not learn to speak English until he was twelve. He did not graduate from a public high school, but instead went to a night school in California until he obtained his diploma.

One of Anthony Quinn's most popular movies is, "Viva Zapata."

Civil Service Supervisor--Esteban Sosa

"I am interested in education, both personally and professionally, and I am always seeking ways to improve our educational system." With such a belief as this it is no wonder that Esteban Sosa is involved in many organizations that help him learn more about education and job opportunities through education.

Mr. Sosa was born in Laredo Texas, one of six children, and there completed his public schooling. After graduation he joined the U.S. Navy and served in World War II and the Korean Conflict.

After serving his country, Mr. Sosa began work in the Civil Service and took advantage of all schools offered to him so that today he is the first Mexican-American to hold the position of branch supervisor in Data Automation at Brooks A.F.B.

Because he is interested in all aspects of education and the opportunities gained through education, Mr. Sosa belongs to and serves on many organizations such as:

Texas School Board Association
Alamo Area Council of Government
Air Force Management Association
Board of Directors of Selective Service System
Council of the Equal Employment Opportunity Board
Board of Directors of SANYO
Incentive Board Committee at Brooks A.F.B.
Chairman of the Harlandale Memorial Monument Committee
Former Vice-President of the Harlandale Independent School District

Clergyman--Bishop Flores

Bishop Patricio Fernandez Flores is the first Mexican American in the United States to hold the position of Bishop.

Bishop Flores was born in Canado, Texas. He was one of nine children of a migrant family. The family traveled wherever there was field work. Because of this, Bishop Flores took his schooling where he could. He dropped out of school in the tenth grade. but was encouraged to attend a Catholic School 60 miles from his home. He graduated from this high school a month before being 20 years old. He then entered St. Mary's University where he studied for the priesthood.

Coach--Luz Pedraza

Luz Pedraza Jr., plays with the San Antonio Toros Football Team, and is the football coach for Southcross Middle School in San Antonio, Texas.

Coach Pedraza was born and reared in Donna, Texas. He comes from a large family of eleven. His father worked him in the fields to show him what type of life he would have if he didn't get an education.

Taking his father's advice to get an education, he graduated from Donna's High School and attended Sul Ross State University.

It was while he was still in Junior High that Luz Pedraza began obtaining honor in sports. He lettered in baseball, basketball, and football. These great records continued throughout his college years. After college, he played with the San Antonio Toros and made All-Texas Football League.

Coach Pedraza set a goal himself while still in Junior High and has now accomplished, that is "to work hard and to have my parents name heard throughout Texas through my success because I was so grateful to them for helping me get an education.

LUZ PEDRAZA

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LUZ PEDRAZA

Educator--Dr. Alfredo Saenz

Dr. Alfredo N. Saenz is the Deputy Superintendent in charge of personnel for the Harlandale Independent School District in San Antonio, Texas.

Dr. Saenz worked hard digging ditches for a Houston oil company to pay his high school expenses. He later attended Texas A & I University of Houston.

Dr Saenz has been a school teacher, school superintendent, footbball coach, school principal and belongs to many civic and professional organizations.

He believes in the dignity of an individual which includes hard work.

Entertainer--Trini Lopez

The Mexican Vaquero's favorite musical instrument was "la guitarra." Trini Lopez, a Mexican American of today, also sings and plays "la guitarra." He was born in Dallas, Texas. His parents were poor. But with the help of his "guitarra", he sang his way to fame. He sold four and a half million copies of "If I had a Hammer." He also sings old Mexican ballads. Trini appears on many television shows and is one of the more popular of the young singers.

Public Servant--Rep. Henry B. Gonzales

Congressman Henry B. Gonzales combines a happy-go-lucky personality with the ability to get a lot of hard work done quickly. He has many friends throughout the state of Texas and in Washington.

Mr. Gonzales was born in San Antonio, Texas. He was one of six children. He stayed in school in spite of temptations to take a job instead. By hard work he finally got a degree in law. He was a school teacher before he ran for the City Council in San Antonio and was elected. He was later elected to the State Senate and the U.S. Congress.

Professional Football Player--Joe Kapp

Joe Kapp is the rough and tough quarterback of the Minnesota's Vikings Football team.

Kapp is a big man, 6 feet 2½ inches tall, weigh 215 pounds, with black hair and hazel eyes. He describes himself as "half Mexican and half gringo."

Kapp was born in New Mexico and grew up in Salinas, California. As a boy in high school, Kapp played basketball. He first played football at the University of California.

Professional Golf Player--Lee Trevino

Mexican Americans today love sports. Many of them have become famous heroes. One of these is Lee Buck Trevino Jr., a famous Golf Player who lives in El Paso, Texas.

Lee started to play golf by hitting rocks with a sawed-off broomstick. He earned money for his school supplies by shinning shoes.

Today, Lee Trevino is one of the top golfers in the world. He gained fame in 1968, when he won the U.S. Open, one of the most highly thought-of-tournaments in the world of golf.

Lee, however, is not only a great golfer. He is a great sportsman. Recently he won the Hawaiian Open. Since the Hawaiian Star had died in an accident leaving a son, Lee, upon winning the tournament, donated part of the money for the education of the Hawaiian star's son.

LEE BUCK TREVINO

Professional Golf Player--Leo Trevino

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LEE BUCK TRLVINO

Professional Tennis Player--Pancho Gonzales

Ricardo Alonzo Gonzales, better known as "Pancho", is not only a great tennis player, but also the author of the book, TENNIS.

> To the youth of America-
> in an endeavor to help them achieve
> happiness in a noble way of life through
> a clean, healthy, wholesome activity.

Pancho was born in Los Angeles, California. He was one of seven children. Pancho says that when he was a little boy, he liked to eat beans, milk, oatmeal, salad and tortillas. Today, he still likes to eat them.

He is the most natural player who ever lived. He never had a formal tennis lesson, yet, his strokes are classical. He became an outstanding player at the age of 19.

Singer--Vikki Carr

The singer of "It Must Be Him" is a famous international singing star, Vikki Carr.

Vikki is a Mexican American. Her name is really Florencia Bisenta de Cassillas Martinez Cardona. She was born in el Paso, Texas, and reared near Los Angeles, California, where she graduated from Rosemead High School.

Vikki has sung on many of the leading television shows and has traveled all over the world.

Television News Commentator--Henry Guerra

When Henry first entered Lukin Military Academy of San Antonio, he could not speak a word of English, today Henry Guerra Jr. speaks both Spanish and English fluently as a television news commentator on channel 12.

Mr. Guerra was born reared and educated in San Antonio, thus, is well acquainted with many problems in this area because he thinks, reads and writes in either Spanish and English he frequently assists as moderator or master of ceremonies in civic affairs involving Mexican-Americans.

Mr. Guerra has served in various civic capacities as Director of the Bexar County T.B. Association, President of the Texas T.B. Association and Director of the Children's Hospital.

Attorney--Roy Barrera

Roy Barrera, our former Secretary of State, was born and reared in San Antonio, Texas.

When Roy was still in junior high school, he worked as a dish washer and delivery boy for an ice cream company. He worked his way through college by being a clerk for La Feria Department Store.

After Mr. Barrera obtained his law degree from St. Mary's University, he practiced law in his office in the Frost National Bank Building in San Antonio.

He has also been District Attorney and Grand Jury Attorney.

Educator and Former State Senator--Joe Bernal

Joe Bernal was born in San Antonio. He graduated from Lanier High School and attended Texas Tech College and New Mexico A & M and Trinity University and Our Lady of the Lake College. Mr. Bernal was a school teacher in the Edgewood and San Antonio Schools.

He was elected State Senator in 1966.

As senator, Mr. Bernal proposed a change in the constitution that all persons 65 years or older, even though they may not be American citizens, but have lived in the U.S. for 25 years or more, be given a pension. He also introduced a bill that all workers be paid the minimum wage of $1.25 per hour.

Siempre viene a verme
cuando estoy enfermo,
y sus medicinas
toro sin remedio.
¿Quién es?
El doctor

Nos hace nuestros trajes,
con gracia y distinción;
formados de chaleco,
de saco, y pantalón.
El sastre

Yo siembro en los campos,
el rico maíz,
después la cosecha,
recojo feliz.
El campesino

A la patria le servimos
con empeño y con amor,
En el mar y en nuestros barcos,
protegemos la Nación.
Los marinos

Yo saco metales de
de todas las minas
y arriesgo en la empresa
me salud y mi vida.
El minero

El avión voy conduciendo
por encima de las nubes.
Del campo de atterizaje
por mi mano al cielo sube.
El aviador

Es buen artesano
y hace muchas cosas;
sillitas y bancas,
mesitas y comódas.
El carpintero

Es un obrero
trabajador,
que el pan nos hace
con mucho amor.
El panadero

Va con las cartas
de puerta en puerta
y muy atento
nos las entrega.
El cartero

Poda las plantitas,
arregla el jardín;
con su bello oficio,
vive muy feliz.
El jardinero

por A.L. Jauregui

Adivinanzas -- Riddles

Si un retrato necesito,
al instante con él voy:
y me lo saca bien hecho,
con esmero y precisión
El fotografo

Es un grupo de valientes
que sirven la Nación;
y de apagar siempre el fuego,
es su noble ocupación.
Los bomberos

Compongo relojes
con gran precisión
y buenos servicios
a todos les doy.
El relojero

Hago zapatos
con gran empeño,
porque con ellos
gano dinero.
El zapatero

Yo cuido los chivos,
cuido los borregos,
mientras que mi flauta
toco muy contento.
El pastor

Con su yunque y su martillo
hace cosas primorosas;
junto al fuego lo miramos,
con su piel muy sudorosa.
El herrero

Caminar es su destino
y yendo de casa en casa,
de su valija de cuero,
saca paquetes y cartas.
El cartero

Voy conduciendo
mi ferrocarril.
El tren no correria
si no fuera por mí.
El máquinista

Voy manejando
con gran cuidado
este modesto,
limpio camión.
por muchas calles
te voy llevando,
para que llegues
con precisión.
El chofer de camión.

Yo soy el agente
que el transito mando;
luego digo: -¡Alto! -
Luego: - ¡Caminando!
¿Quién soy?
El agente de tránsito

por A.L. Jauregui

Audio-Visual Source Information

Title	Type	Source	Time	Color- B/W
Adapting to Changes in Nature	16 mm	Journal Films	10	C
Addition and Subtraction, 2	F.S.	Eye Gate House		C
Adjectives	F.S.	Encyclopedia Britannica Films		C
Adventures of Lewis and Clark	Book	Random House Inc.		
Adverbs	F.S.	Encyclopedia Britannica Films		C
African Village Life: Daily Life of the Bozo	16 mm	International Film Foundation	15	C
Afueras de la Ciudad, Las	F.S.	Educational Projections Corp.		C
Agriculture	F.S.	Eye Gate House		C
Alaska	F.S.	Encyclopedia Britannica Films		C
Alaska - Land and People	F.S.	Society for Visual Education		C
Alaskans, The	16 mm	Charlie Pacey	12	C
Alfueras Le La Ciudad, Las	F.S.	Educational Projections Corp		C
Alicia en el Pais de La Mananilla	R. Booklet	Walt Disney Productions		
All Kinds of Feelings	F.S.--Rec.	Scholastic Kinmle Films		C
American Farmer, The	Cas. Tape	Eye Gage House		
American Indian Life Series	F.S.	Curriculm Materials Corp.		C
American Riddle Book	Book	Withers		
Analyzing	F.S.	Eye Gate House		C
Ancient Egypt	16 mm	Coronet	11	C
Appleseed, Johnny	Record	Educational Record Sales		

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Ancient Greece	16 mm	Coronet Films	11	C
Ancient Rome	16 mm	Coronet Films	10	C
Animals en el Invierno, Los	F.S.	Educational Projections Corp.		C
Animals on the Farm	Cas. Tape	Eye Gate House		
Animals Growing Up	16 mm	Encyclopedia Britannica Films	10	B/W
Animal Homes	16 mm	Churchill Films	11	C
Animals and How They Communicate	16 mm	Coronet Films	11	C
Animals in the Spring	F.S.	Jam Handy		C
Animals in the Winter	16 mm	Encyclopedia Britannica Films	11	C
Animals Town of the Prairie	16 mm	Encyclopedia Britannica Films	10	C
Ant, The	F.S.	Eye Gate House		C
Are Manners Important	16 mm	Guidance Associates	11	B/W
Art of Africa, The	Book	Harper and Row		
Art of Ancient Egypt	Book	Athenium Publishing Co.		
Art of Ancient Greece	Book	Athenium Publishing Co.		
Art of India	Book	MacMillan		
Art of the Land in the Bible, The	Book	Athenium Publishing Co.		
Art in the New Land	Book	Dutton Publishers		
Artists of Many Lands and Many Times Series	F.S.	Eye Gate House		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Atoms and Molecules	F.S.	Society for Visual Education		C
Atoms as You Will Use Them	F.S.	Society for Visual Education		C
Avudante para Nuestra Escuela	F.S.	Education Projections Corp.		C
Avudante para Nuestra Casa	F.S.	Education Projections Corp.		C
Balboa and Pizarro	F.S.	Encyclopedia Britannica Films		C
Banker, The	F.S.	Eye Gate House		C
Beach and Sea Animals	16 mm	Encyclopedia Britannica Films	11	C
Beginning Responsibility	16 mm	Coronet Films	11	C
Being Active in Government	F.S.	Curriculum Films		C
Birth of our Freedom	F.S.	Encyclopedia Britannica Films		C
Body Defense Against Disease	F.S.	Encyclopedia Britannica Films		C
Book of Riddles, A	Book	Morrison		
Boyhood of George Washington	16 mm	Coronet Films	11	C
Brushing Up on Multiplication	16 mm	Coronet Films	11	C
Building a House	F.S.	Curriculum Films		C
Building Houses	F.S.	Curriculum Films		C
Burro que Pretendio ser Leon, El	F.S.	Educational Projections Corp.		C
Busy Office, Busy People	Cas.T./F.S.	New York Times		C
Butterflies and Moths	F.S.	Eye Gate House		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Caperucita Roja	F.S.	Bailey Film Associates		C
Casey at Bat	16 mm	McGraw - Hill	8	C
Cause and Nature of Heat	F.S.	Jam Handy		C
Cause and Nature of Sound	F.S.	Jam Handy		C
Causes of the Revolution	F.S.	Encyclopedia Britannica		C
Childcraft Encyclopedia	Book	Field Enterprises		C
Choosing the Correct Operation	Drill Tapes	International Teaching Tapes		C
Cities and Communications, Keeping Community Informed	16 mm	McGraw-Hill	8	C
Citizens in a Demoracy	F.S.	Curriculum Films		C
City That Freedom Built, The	F.S.--Rec.	Encyclopedia Britannica		C
George R. Clark	F.S.	L.C. Proctor		C
Classification of Matter	F.S.	Encyclopedia Britannica		C
Classifying	F.S.	Eye Gate House		C
Climate	F.S.	Young America Films		C
Clues to Ancient Indian Life	16 mm	Parson & Associates	11	C
Colonies of Pennsylvania and New Jersey	F.S.	Encyclopedia Britannica		C
Colony of Massachusetts	F.S.	Curriculm Films		C
Columbus, Story of Christopher	16 mm	Society of Visual Education	17	C
Coma Viejamos	F.S.	Educational Projections Corp.		C
Comestibles del Campo se necesitan uno a Otros	F.S.	Educational Projections Corp.		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Comma in Clauses and Phrases	F.S.	Society for Visual Education		C
Comma in Miscellaneous Uses	F.S.	Society for Visual Education		C
Como la Gentle se Gana la Vida	F.S.	Educational Projections Corp.		C
Como Manejar el Dinero	F.S.	Educational Projections Corp.		C
Comparisons	F.S.	Eye Gate House		C
Congressman and What He Dose, A	Cas. Tape	Troll Associates		
Consideration	F.S.	Encyclopedia Britannica Films		C
Control of Body Temperature	F.S.	Encyclopedia Britannica Films		C
Controlling Atomic Energy	16 mm	United World Films	13	C
Coronado	F.S.	Encyclopedia Britannica Films		C
Cortez	F.S.	Encyclopedia Britannica Films		C
Cotton Farmer, The	16 mm	Encyclopedia Britannica Films	14	C
Covered Wagons Roll Westward	F.S.	L.C. Proctor		C
Critical Thinking	F.S.	Eye Gate House		C
Crossing the Mountains	F.S.	L.C. Proctor		C
Cuento de Hansel y Gretel, El	F.	C. Baily Films Associate		C
Dairy and Beef Cattle	F.S.	Charles Cahill		C
Dairy Farming	Cas.T./F.S.	Eye Gate House		C
Dairy - Farm to Door	16 mm	Charles Cahill	11	C
Daniel Boone	F.S.	L.C. Proctor		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Daniel Boone	16 mm	Encyclopedia Britannica	18	C
Decimal Fractions	F.S.	Eye Gate House		C
Declaration of Independence	F.S.	Encyclopedia Britannica		C
De Leon and De Soto	F.S.	Encyclopedia Britannica		C
Developing Reading Maturity- Critical Evaluation	16 mm	Coronet	11	C
Dia en el Parque Zoologico, Un	F.S.	Educational Projections Corp.		C
Diagramming Compound and Complex Sentences	F.S.	Society of Visual Education		C
Digestion of Food	F.S.	Encyclopedia Britannica		C
Discovering Composition	16 mm	Film Associates	16	C
Discovering Creative Pattern	16 mm	Film Assoc. of California	17	C
Discovering Rhythms	16 mm	Universal Ed. & Visual Aids	11	C
Distributing Heat and Energy	F.S.	Encyclopedia Britannica		C
Dividing a Whole Number by a Fraction	F.S.	Popular Science		C
Donald Duck In Mathmagic Land	16 mm	Walt Disney Education Film	26	C
Drake, Sir Francis	F.S.	Society of Visual Education		C
Early Explorers and Pioneers	F.S.	Curriculum Films		C
Ears and Hearing	F.S.	Encyclopedia Britannica		C
The Earth In Space	F.S.	Society of Visual Education		C
Economics: Distribution of Goods	F.S. Record	Aims Instructional Media		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Economics in the Home, School, and Community Series	F.S./Record	Aims Instructional Media		C
Economics: Money and Barter	F.S./Record	Aims Instructional Media		C
Economics: Supply and Demand	F.S./Record	Aims Instructional Media		C
Education	F.S./Record	Studyscope		C
Electrical Servicers	F.S./Record	Denoyer - Geppert		C
Electrical Workers, The	F.S./Record	Denoyer - Geppert		C
Electricity	F.S.	Encyclopedia Britannica Films		C
Electricity at Home	F.S.	Charles Scribner Sons		C
Electro-Magnetism at Work	F.S.	Charles Scribner Sons		C
Endocrine Glands	F.S.	Encyclopedia Britannica Films		C
England Prepares to Colonize	F.S.	Curriculum Films		C
Enjoying Today	F.S.	Encyclopedia Britannica Films		C
Erosion	16 mm	Baily Film Associates	11	C
Eskimo: Hunting and Fishing in Winter	F.S.	Curriculum Films		C
Everyone Helps in a Community	16 mm	Churchill Films	13½	C
¿En Donde Trabaja Mama?	F.S.	Educational Projections Corp.		C
¿En Donde Trabajan Los Padres?	F.S.	Educational Projections Corp.		C
Explaining Matter	16 mm	Encyclopedia Britannica Films	13	B/W
Exploring Magnetism	F.S.	Charles Scribner Sons		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Exploring Matter	F.S.	Charles Scribner Sons		C
Exploring Matter	16 mm	Encyclopedia Britannica Films	11	C
Eyes and Their Case	F.S.	Encyclopedia Britannica Films		C
Factory: How a Product is Made	16 mm	Daily Film Associates	14	C
Families and History, Why My Name is Anderson	16 mm	McGraw-Hill	9	C
Families and Recreation: Fun for Everyone	16 mm	McGraw-Hill	10	C
Families and Shelter	16 mm	McGraw-Hill	9	C
Families and Weather	16 mm	McGraw-Hill	10	C
Famous First in Exploration	Book	Putman		
Famous Indian Chiefs	Book	Whitman		
Famous Paintings	Book	Platt		
Famous People	F.S.	L.C. Proctor		C
Famous Works of Art	F.S.	L.C. Proctor		C
Ferdinando El Toro	F.	Walt Disney Education Films		C
Finding Averages	Drill Tapes	Problem Sloving Tapes		
Finding Out About Your Body	F.S.	Society for Visual Education		C
Finding Out How Animals Live	F.S.	Society for Visual Education		C
Finding Out How Plants Grow	F.S.	Society for Visual Education		C
First You Find It; Then Define It	F.S.	Society for Visual Education		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Focus On the United Nation: Problems of Micro-States	16 mm	Screen News Assoc.	14	B/W
Food Cannery	16 mm	Charles Cahill	10	C
Food, Clothing, Shelter	16 mm	Denoyer-Geppert	12	C
Food That Builds Good Health	16 mm	Coronet	11	C
Forts in the America	Book	Scribners Sons		C
Forts in the Wilderness	Book	Children's Press		C
The Fossil Story	16 mm	Show Associates	19	C
The Four Singers of Guadalajura	F.S./Record	Mckeon-Overguard Publishing		C
Freedom's Flag	F.S.	Popular Science		C
Fremont, John C.	F.S.	L.C. Proctor		C
French Colonies	F.S.	Curriculum Films		C
Fruit Farming	Cas. Tape	Eye Gate House		C
Fun With Words	F.S.	Scott Foresman Company		C
Gas and Oil Company	F.S./Record	Dinoyer-Geppert		C
Gas, Electric, Plumbing, and Other Installations	F.S.	Eye Gate House		C
Geography of the Five Pacific States	16 mm	Arthur Barr Associates	15	C
Geography of the Middle Atlantic States	16 mm	Coronet	11	C
Geography of the North Central States	16 mm	Coronet	13	C
Geography of the Rocky Mountain States	16 mm	Coronet	11	C

Title	Type	Source	Time	Color-B/W
Geography of the Southern States	16 mm	Coronet Films	11	C
Geography of the Southwestern States	16 mm	Coronet Films	11	C
Getting To Know the Sanitary Department	Cas.Tapes	Troll Associates		
Gold: Onto California	F.S.	L.C. Proctor		C
Governor (English)	16 mm	McGraw-Hill Text Films	29	B/W
Governor and What He Does, A	Cas.Tapes	Troll Associates		
Grammer, Subject and Predicate	F.S.	Curriculum Films		C
Gran Ciudad, La	F.S.	Educational Projections Corp.		C
Grand Canyon Suite	Record	Bowman Ochestral Library		
Graphing Linear Equations	16 mm	Coronet Films	11	C
Great American Desert, The	F.S.	Encyclopedia Britannica Films		C
Great Rights, The	16 mm	Brandon Films	14	C
Green Plants, Food Factories	F.S.	Society for Visual Education		C
Hawaii - The Island State	16 mm	United World Films	18	C
He Shall Feed His Flocks	Record	Silver Burdett Co.		
Health, You and Your Helpers	16 mm	Charles Cahill	11	C
Health, Your Senses and Their Care	16 mm	Charles Cahill	11	C
Heart and Circulation	F.S.	Encyclopedia Britannica Films		C
Heat and How We Use It	16 mm	Encyclopedia Britannica Films	11	C

Audio-Visual Source Information

Title	Type	Source	Time	Color B/W
Heredity	F.S.	Encyclopedia Britannica		C
Holding the Fort With Daniel Boone	Book	Crowell		C
Hombre de Pan de Janibre, El	F.S.	Educational Projections Corp.		C
Home Electrical Appliances	F.S.	Encyclopedia Britannica		C
Homes Around the World	16 mm	Coronet	11	C
Homonyms	F.S.	Eye Gate House		C
Honest	F.S.	Encyclopedia Britannica		C
Honesty	F.S.	Encyclopedia Britannica		C
Honey Bees	F.S.	Walt Disney		C
Household Pests	F.S.	Eye Gate House		C
How Clothing is Made: The Story of Mass Production	16 mm	Film Assoc. of California	14	C
How Flowers Make Seeds	F.S./Record	Coronet		C
How Government Helps the People	F.S.	Curriculum Films		C
How Heat Causes Expansion	F.S.	Jam Handy		C
How Heat Travels	F.S.	Jam Handy		C
How It Started	F.S.	Eye Gate House		C
How Materials Are Alike and Different	16 mm	Coronet	11	C
How Plants Grow and Reproduce	F.S.	Society for Visual Education		C
How Sound Travels	F.S.	Jam Handy		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
How Steel Is Made with the Kit of Materials	F.S.	U.S. Steel Corporation		C
How They Sprout and Grow	F.S./Record	Churchill Films		C
How To Recognize Birds	F.S.	Encyclopedia Britannica Films		C
How We Cooperate	16 mm	Coronet Films	11	C
How We Learn About the Sky	F.S.	Jam Handy		C
I Want To Be A Doctor	Cas.Tape	Teaching Resources Films		
I Want To Be A Scientist	Book	Chicago Children's Press		
I Want To Be Teacher	Cas.T./F.S.	Teaching Resources Film		C
Increase Your Stock of Words	F.S.	Society for Visual Education		C
Indian Family of Long Ago	16 mm	Encyclopedia Britannica Films	11	C
Indian Legends of American Scenes	Book	Hubbard		
Indian Music: Famous Indian Chiefs	Record	R.C.A.		
Indian Warriors and Their Weapons	Book	Morrow		
Indians of Yesterday	Book	Hubbard		
Insects Harmful and Useful	F.S.	Encyclopedia Britannica Films		C
Insects That Destroy Plants	F.S.	Eye Gate House		C
Interpreting	F.S.	Eye Gate House		C
Interpreting	F.S.	Independent Film Producers		C
Introducing Graphs	16 mm	McGraw Hill	11	C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Introducing Sets, Numbers, and Numerals	16 mm	Coronet Films	11	C
Introducing Shapes, Lines and Angles	16 mm	Coronet Films	11	C
Jamestown: The Settlement and the People Series	F.S.	Encyclopedia Britannica Films		C
Japan - Sheenya of the City	16 mm	Univeral Education and Visual Arts	18	C
Japaness Boy, Story of Taro	16 mm	Encyclopedia Britannica Films	16	C
Jim Learns Responsibility	F.S./Record	Eye Gate House		C
Juarez, Benito: The Great Reformer	F.S./Record	Stephens Bosustow Productions		C
Kentucky Pioneers	F.S.	Encyclopedia Brittanica Films		C
Kindness	F.S.	Encyclopedia Britannica Films		C
Kindness to Others	16 mm	Coronet Films	11	C
Kindness to Others	16 mm	Educational Projection Corp.	11	C
Land and the People, The (Mex)	16 mm	Encyclopedia Britannica Films	20	C
Land of Immigrants	16 mm	Churchill Films	16	C
Land of the Tropical Forests	F.S.	Walt Disney Educational Films		C
Large Animals That Once Roamed The Plains	16 mm	Walt Disney Educational Films	12	C
La Salle	F.S.	Society for Visual Education		C
Laundry Story, The	Rec.	Educational Reading Service		C
Leaders and Followers	F.S.	Encyclopedia Britannica Films		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Life in a Small Town	F.S.	Young American Films		C
Learning About Amphibians	F.S.	Encyclopedia Britannica Films		
Learning About Birds	F.S.	Encyclopedia Britannica Films		C
Learning About Insects	F.S.	Encyclopedia Britannica Films		C
Learning About Mammals	F.S.	Encyclopedia Britannica Films		C
Learning About Reptiles	F.S.	Encyclopedia Britannica Films		C
Learning From Disappointment	16 mm	Coronet Films	11	C
Leaves and Their Work	Record/F.S.	Churchill Films		C
Legends of the North	Book	Houghton		
Lets Go to a Bank	F.S./Record	G.P. Putman & Sons		C
Lets Go to a Library	F.S./Record	G.P. Putman & Sons		C
Lets Go to a School	F.S./Record	G.P. Putman & Sons		C
Lets Have Respect: Guidance	16 mm	Charles Cahill	11	C
Lets Write a Story	16 mm	Churchill Films	11	C
Letter Writing for a Reason	F.S.	Society for Visual Education		
Levers	F.S.	Jam Handy		C
Lewis, M. and W. Clark	F.S.	L.C. Proctor		C
Librarian, The	F.S.	McGraw-Hill Text Films		C
Life in a Large City	F.S.	Young American Films		C

Audio-VisualSource Information

Title	Type	Source	Time	Color-B/W
Life In Old Louisiana	F.S.	Encyclopedia Britannica Films		C
Life on a Large Ranch	F.S.	Young American Films		C
Life on a Small Farm	F.S.	Young American Films		C
Light	F.S.	Encyclopedia Britannica Films		C
Light and Color	F.S.	Jam Handy		C
Light and How It Travels	F.S.	Jam Handy		C
Light, Heat and Sound	F.S.	S.V.E.		C
Lincoln, Abraham: Preserver of the Union	F.S./Record	Stephens Bosustow Productions		C
Lincoln y Juarez: Servants of Justice	F.S./Record	Stephens Bosustow Productions		C
Lines	F.S.	Curriculum Films		C
Literature of Freedom	F.S.	Encyclopedia Britannica		C
Living in New England	F.S.	S.V.E.		C
Living With Me and Others, Level D	Book	Character Education Curriculum		
Lo Que la Primavera Significa para Nosotros, La	F.S.	Educational Projections corp.		C
Lo Que una Cuidad Fabrica	F.S.	Educational Projections Corp.		C
Locating Places on Maps	F.S.	Encyclopedia Britannica		C
Locking It Up - World Book Encyclopedia	F.S.	Field Enterprises Instructional		C
Machines	F.S.	Encyclopedia Britannica		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Machine and Tools To Help Us Work	F.S.	Society for Visual Education		C
Machines on the Farm	Cas.T./F.S.	Eye Gate House		C
Machines to Help Us Work	F.S.	Society for Visual Education		C
Magellan	F.S.	Encyclopedia Britannica Films		C
Magic Mixtures, Alloys and Plastics	Book	Prentice - Hall		
Magnetism and Electricity	F.S.	Society for Visual Education		C
Major Kinds of Plants, The	F.S./Record	Coronet Films		C
Make Alphabetizing Work for You	F.S.	Society for Visual Education		C
Making Mistakes	F.S./Record	Scholastic Kindle Services		C
Making Oral and Written Reports	F.S.	Society for Visual Education		C
Mammals of the Desert	F.S.	Encyclopedia Britannica Films		C
Maps Add Meaning to History	16 mm	Coronet Films	11	C
Maps are Fun	16 mm	Coronet	11	C
Maps Show Us Where	F.S.	Education Reading Services		C
Marie Curie, Woman of Genius	Book	GGarrard		
Markets and Shopping	F.S.	Studyscope		C
Mary Jemison: Seneca Indian Captive	Book	Harcourt Brace		
Mayor and What He Does, A	Cas.Tape	Troll Associate		
Meanings Change	F.S.	Maxwell Desser		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Meaning of Fractions	F.S.	Eye Gate House		C
Meaning of Patriotism	16 mm	Coronet	14	C
Measurement	16 mm	Coronet	11	C
Measurement	F.S.	Eye Gate House		C
Mechanics of Breathing	F.S.	Encyclopedia Britannica		C
Mexico City	F.S.	Curriculum Films		C
Mexico - The Land and the People	16 mm	McGraw-Hill		C
Mission Era	F.S.	Associated Educators		C
Missions of the Southwest	16 mm	Arthur Barr Associates	15	C
Modern Agriculture	F.S.	McGraw-Hill		C
Modern Industry	F.S.	McGraw-Hill		C
Molecules, Atoms and Simple Reactions	F.S.	Encyclopedia Britannica		C
Money in the Bank	16 mm	Churchill		C
Moon, the	F.S.	Encyclopedia Britannica		C
More Shares	F.S.	Curriculum Films		C
Mosquito	F.S.	Eye Gate House		C
Mountain Men (Lewis and Clark)	16 mm	Arthur Barr Associates	14	C
Multiplication and Division	F.S.	Eye Gate House		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Multiplication and It's Properties	16 mm	Universal Visual Arts	30	C
Music, the Expressive Language	16 mm	Southerland Educational Films	11	C
My Dad, the Auto Mechanic	F.S./Recor	Scott Education		C
My Dad - The Computer Programmer	F.S./Record	Scott Education		C
My Dad, The Veterinarian	F.S./Record	Scott Education		C
My Dad Works in a Factory	F.S.	Educational Reading Services		C
My Dad Works in a Supermarket	F.S.	Educational Reading Services		C
My Mother Works in an Office	F.S.	Educational Reading Services		C
Navidad de una Familia, La	F.S.	Educational Projections Corp.		C
Neighborhoods Are Different	16 mm	Encyclopedia Britannica Films	11	C
Neighborhoods in the City	F.S./Record	Coronet Films		C
Neighborhoods of Many Kinds	F.S./Record	Coronet Films		C
Nervous System	F.S.	Encyclopedia Britannica Films		C
New York Colony	F.S.	Curriculum Films		C
Niagara Falls	F.S.	Stillfilm Junior		C
Non-Green Plants	F.S.	Charles Scribner Sons		C
Noodles, Nitwits, and Numskulls	Book	Leach		
Norse Gods and Giants	Book	Doubleday		
Northland, The	F.S.	Encyclopedia Britannica Films		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Northern Mexico and the Central Highlands	F.S.	Society for Visual Education		C
Nothing Is Something To Do	F.S./Record	Scholastic Kindle Services		C
Nouns	F.S.	Encyclopedia Britannica		C
Now Thank We All Our God	Record			
Observing	F.S.	Science Research Association		C
Occupational Outlook Repring	Book	Superintendent Of Documents		
Odd Insects the World Over	F.S.	Eye Gate House		C
Oil, Wealth From the Ground	F.S.	American Backgrounds Library		C
On Indian Trail With Daniel Boone	Book	Crowell		
Once Upon a Hill, A Story of Brotherly Love	16 mm	McGraw-Hill	11	C
One Kind of Bravery	F.S.	Encyclopedia Britannica		C
Otios Trabajadores de la Comunidad	F.S.	Educational Projections Corp.		C
Our Changing Earth	F.S.	Society for Visual Education		C
Our City Government	16 mm	Film Assoc. of California	10	C
Our Class Works Together	16 mm	Coronet	11	C
Our Earth	F.S.	Encyclopedia Britannica		C
Our Neighborhood Laundry	F.S.	Eye Gate House		C
Our Soil	F.S./Record	Eye Gate House		C
Our Water and Air	F.S./Record	Eye Gate House		C

Title	Type	Source	Time	Color-B/W
Parts of Speech	F.S.	Society For Visual Education		C
Patito Feo, El	F.S.	Educational Projections Corp.		C
People Packages	F.S./Record	Scholastic Kindle Services		C
Personal Appearance	F.S.	McGraw-Hill		C
Personal Relationships	F.S.	McGraw-Hill		C
Peter and the Wolf	Record	Educational Record Sales		
Peter Pan	R. Booklets	Walt Disney Productions		
Phrases and Clauses	F.S.	Encyclopedia Britannica		C
Pied Piper of Hamlin, The	F.S.	McKeon-Overguard Publishing		C
Pioneers of the Plains	F.S.	Encyclopedia Britannica		C
Place Value	16 mm	Coronet	11	C
Plains Indians	F.S.	Jam Handy		C
Plants and Strange Animals of the Sea	F.S.	Jam Handy		C
Plants and Their Seeds	F.S.	Walt Disney Productions		C
Plants Get Ready for Winter	F.S.	Jam Handy		C
Plants Grow	F.S.	Jam Handy		C
Plants in Spring	F.S.	Jam Handy		C
Plants We Know	F.S.	Society For Visual Education		C
Play Fair	F.S.	Encyclopedia Britannica		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Playing Fair	F.S.	Encyclopedia Britannica Films		C
Pledge of Allegiance	F.S./Record	March Films Enterprises		C
Plymouth Colony the First Year	16 mm	Coronet Films	16	C
Poetry for Beginners	16 mm	Coronet Films	11	C
Positive and Negative Numbers	16 mm	Coronet Films	16	C
Possessive, Contractions, and Abbreviations	F.S.	Society for Visual Education		C
Prefixes and Suffixes	F.S.	Eye Gate House		C
Preposition, Conjunction	F.S.	Encyclopedia Brittanica Films		C
President and What He Does, A	Cas. Tape	Troll Associates		
Producing Electricity	F.S.	Charles Scribner Sons		C
Producing Small Amounts of Electricity	F.S.	Jam Handy		C
Promises Are Made to Keep	F.S.	Encyclopedia Britannica Films		C
Pronouns	F.S.	Encyclopedia Britannica Films		C
Pulleys	F.S.	Jam Handy		C
¿Que Debo de Hacer Este Verano	F.S.	Educational Projections Corp.		C
Ramps	F.S.	Jam Handy		C
Recalling Sequence of Events	Cas. Tape	Read-On Diagnostic Program, Random House		
Reading Growth - Understanding Word Meaning	16 mm	Coronet Films	14	C
Reading With A Purpose	16 mm	Coronet Films	11	C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Recalling Sequence of Events	Tape	Science Research Associates		C
Recreation, #2	F.S./Record	Studyscopes		C
Remembering Sequence	Mag. Tape	Science Research Associates		C
Resolviendo Problemas Personales	F.S.	Educational Productions Corp.		C
Responsibility	F.S.	Encyclopedia Britannica		C
Riddle Book, The	Book	Weigle		
Right Word and the Right, The	F.S.	Society For Visual Education		C
Rock in the Road, A	16 mm	Film Assoc. of California		C
Rocks and Minerals	F.S.	Society For Visual Education		C
Roots and Shoots	F.S.	Society For Visual Education		C
Roots and Stems	F.S./Record	Coronet		C
San Antonio Under Six Flags	16 mm	Consolidated Film Industry	15	C
School Problems: Getting Along With Others	16 mm	Coronet		C
Scientist and His Tools, The	Book	Harper & Row		C
Scientist, The - His, Way, Your Way	F.S.	Society For Visual Education		C
Screws	F.S.	Jam Handy		C
Seasons	F.S.	Society For Visual Education		C
Secetos del Mundo de Las Plantas	F.S.	Walt Disney Education Films		C
Seeds and Their Dispersal	F.S./Record	Coronet		C
Select the Right Words	F.S.	L.C. Proctor		C

Title	Type	Source	Time	Color-B/W
Senator and What He Does, A	Cas. Tape	Troll Associates		
Sentence Construction	F.S.	Society for Visual Education		C
Sequencing	Tape	Science Research Association		
Shapes	F.S.	Curriculum Films		C
Sharing With Others	F.S.	Encyclopedia Britannica Films		C
Shopping Center	F.S.	McGraw-Hill Text Films		C
Shrines and Monuments	F.S./Record	Encyclopedia Britannica Films		C
Sights and Sounds Library	Book/Rec.	Random House		
Simple Demonstrations with Magnetism	16 mm	Coronet Films	11	C
Simple Demonstrations with Static Electricity	16 mm	Coronet Films	11	C
Simple Machines	F.S.	Encyclopedia Britannica Films		C
Skin, The: Structure, Function and Care	F.S.	Jergens Co.		C
Soapy, the Germ Fighter	16 mm	Avis Films, Inc.	16	C
Soil For Plants	F.S.	Charles Scribner Sons		C
Solar System, The	F.S.	Encyclopedia Britannica Films		C
Solid Shapes	F.S.	Curriculum Films		C
Some Useful Insects	F.S.	Eye Gate House		C
Some Water Animals	F.S.	Encyclopedia Britannica Films		C
Sound	F.S.	Encyclopedia Britannica Films		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Sounds of Music	16 mm	Texas Education Agency	9	C
Sounds of Music	16 mm	Encyclopedia Britannica		C
Southwest Indians (Hopi)	F.S.	Jam Handy		C
Southwest Indians (Navajo)	F.S.	Jam Handy		C
Spanish Explores	16 mm	Encyclopedia Britannica	13	C
Special Teacher	F.S.	McGraw-Hill		C
Spelling, Seeing, and Hearind	F.S.	Curriculum Films		C
Spelling, Some Problems	F.S.	Curriculum Films		C
Stagecoach Westward	16 mm	Arthur Barr Associates	11	C
Sticking to Your Job	F.S.	Encyclopedia Britiannica		C
Stories Behind Words	F.S.	Curriculum Films		C
Story Book People	F.S.	L.C. Proctor		C
Story of a Book	16 mm	Churchill	10	C
Story of Air	F.S.	Encyclopedia Britiannica		C
Story of Father Marquette	F.S.	Society For Visual Education		C
Story of George Washington	F.S.	Society For Visual Education		C
Story of H. De Soto	F.S.	Society For Visual Education		C
Story of Ice and Glaciers	F.S.	Encyclopedia Britiannica		C
Story of Measuring Time	16 mm	Coronet	11	C
Story of Mountains	F.S.	Encyclopedia Britannica		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Story of Rivers	F.S.	Encyclopedia Britannica		C
Story of Underground Water	F.S.	Encyclopedia Britannica		C
Story of Volcanoes	F.S.	Encyclopedia Britannica		C
Story Telling: Can You Tell It In Sequence	16 mm	Coronet	11	C
Storymaker	16 mm	Churchill	14	C
Studying an Area Through Maps	F.S.	Encyclopedia Britannica		C
Suffixes	F.S.	Encyclopedia Britannica		C
Summarizing	F.S.	Encyclopedia Britannica		C
Sun, The	F.S.	Encyclopedia Britannica		C
Sun's Family, The	F.S.	Jam Handy		C
Supermarket Workers	F.S./Record	Denoyer-Geppert		C
Supreme Court, The	F.S./Record	Encyclopedia Britannica		C
Supreme Court Justice and What He Does, A	Cas. Tape	Troll Assoc.		
Symphony Excerpts	Record			
Synonyms	F.S.	Eye Gate House		C
Synonyms, Antonyms, Homonyms, Heteronyms	F.S.	Filmstrip House, Inc.		C
Taking Care of Your Things	F.S.	Encyclopedia Britannica		C
Taxation Without Representation	F.S.	Encyclopedia Britannica		C
Teacher, The	F.S./Record	McGraw-Hill		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Telephone Servicers	F.S./Record	Denoyer Geppert		C
Telling Times	F.S.	Eye Gate House		C
Test on Rights and Duties	F.S.	Curriculum Films		C
Their Adaptation (Plants)	F.S./Record	Churchill Films		C
Their Uses (PLants)	F.S./Record	Coronet Films		C
Thinking For Youself	F.S.	Encyclopedia Britannica Films		C
Thor and the Giants	Book	Young Scott Books		
Thoughtfulness	F.S.	Encyclopedia Britannica Films		C
Time and People Change Words	F.S.	Society for Visual Education		C
Transcontinental Railroad	Book	Putman		
Transporte es Importante, El	F.S.	Educational Projections Corp.		C
Treasures of the Earth	16 mm	Churchill	11	C
Treasures To See, A Museum Picture Book	Book	Harcourt Brace		
Tronocito, El	F.	Coronet Films		C
Trip to a Sewage Treatment Plant, A	F.S./Record	Troll Associates		C
Trip to an Electrical Plant, A	F.S./Record	Troll Associates		C
Truck Farming	Cas.T./F.S.	Eye Gate House		C
Try, Try Again	F.S./Record	Eye Gate House		C
Trying New Things	F.S.	Encyclopedia Britannica Films		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Two Figure Divisors	F.S.	Popular Science		C
United States Capital, The	F.S./Record	National Geograph Society		C
Usando el Telefono	F.S.	Educational Projections Corp.		C
Use of the Dictionary	F.S.	Curriculum Films		C
Using Addition and Subtraction (Problem Solving)	Drill Tapes	International Teaching Tapes		
Using Capital Letters and Punctuation	F.S.	Society for Visual Education		C
Using Multiplication and Division (Problem Solving)	Drill Tapes	International Teaching Tapes		
Using Plurals Correctly	F.S.	Encyclopedia Britannica Films		C
Using Punctuation Marks	F.S.	Filmstrip House		C
Values - Cooperation	16 mm	Baily Film Associates	11	C
Values To Learn	Book	Steck-Vaughn Co.		
Values: Understanding Others	16 mm	Baily Film Associates	8	C
Values We Learn	Book	Steck-Vaughn Co.		
Vegetalbes and Fruits	F.S.	McGraw-Hill Text Film		C
Verbs	F.S.	Encyclopedia Britannica Films		C
Vikings: Life and Conquest	16 mm	Encyclopedia Britannica Films	20	C
Virginia Colony	F.S.	Curriculum Films		C
Vista al Denista, Una	F.S.	Educational Projections Corp.		C
Vista al Medico, Una	F.S.	Educational Projections Corp.		C
Vista a una Granja, Una	F.S.	Educational Projections Corp.		C

Audio-Visual Source Information

Title	Type	Source	Time	Color B/W
Una Vista a un Pueblito	F.S.	Educational Projection Corp.		C
Visiting a Farm	Cas.Tape	Eye Gate House		
Visiting a Television Station	Cas.Tape	Eye Gate House		
Visiting The U.N. School	F.S.	Curriculum Films		C
Vowel, Backbone of a Syllable	F.S.	Society For Visual Education		C
Washington, George, Our First President	F.S.	Popular Science Pub. Co.		C
Washington y Hidalgo: Freedom's Hero	F.S./Record	Stephens Bosuston Production		C
Water	F.S.	Society For Visual Education		C
We Discover the Dictionary	16 mm	Coronet		C
We Print Designs and Pictures	F.S.	Encyclopedia Britannica		C
We Use Power	16 mm	Jam Handy	11	C
Wedges	F.S.	Jam Handy		C
What A Silly Thing To Do	Book	Abingdon		
What are Numbers	F.S.	Eye Gate House		C
What Do You Expect of Others	F.S./Record	Guidance Associates		C
What Happens Between People	F.S./Record	Guidance Associates		C
What is a Sentence	F.S.	Filmstrip House		C
What is Electricity	16 mm	Encyclopedia Britannica	13	B/W
What is the Earth Made of?	F.S.	Popular Science		

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
What's Next?	F.S./Record	Scholastic Kindle Services		C
What's Under Your Hood?	F.S.	Aims Instructional Media	11	C
Wheat Farmer, The	16 mm	Encyclopedia Britannica Films	13	C
Wheels and Axles	F.S.	Jam Handy		C
Who Do You Think You Are?	F.S./Record	Guidance Associates		C
Who's Mispronouncing	F.S.	Society for Visual Education		C
Why People have Special Jobs	16 mm	Learning Corp. of America	10	C
Why We have Taxes	16 mm	Learning Corp. of America	10	C
Winter on the Farm	16 mm	Encyclopedia Britannica Films	10	C
Woodland Indians	F.S.	Jam Handy		C
Words and Their Ways	F.S.	Society for Visual Education		C
Words and Your Work	F.S.	Society for Visual Education		C
Work of Ground Water	F.S.	Society for Visual Education		C
Work of Internal Forces	F.S.	Society for Visual Education		C
Work of Running Water	F.S.	Society for Visual Education		C
Work of Snow and Ice	F.S.	Society for Visual Education		C
Work of the Kidneys	F.S.	Encyclopedia Britannica Films		C
Work of the Sea	F.S.	Society for Visual Education		C
Work of the Wind	F.S.	Society for Visual Education		C

Audio-Visual Source Information

Title	Type	Source	Time	Color-B/W
Working	F.S.	Studyscope		C
Working with Fractions	F.S.	Eye Gate House		C
Working with Measures	Drill Tapes	Problems Solving Tapes		
World of Molecules, The	16 mm	Churchill Films	10	C
Writing a Research Paper	F.S.	Jam Handy		C
Writing Conversation	F.S.	Filmstrip House		C
Writing Questions for Each Other (Problem Solving)	Drill Tapes	International Teaching Tapes		
You Can Find It Easily	F.S.	Society for Visual Education		C
Your Bill of Rights	F.S.	Popular Science		C
Your Communication Skills: Speaking	16 mm	Coronet Films	11	C
Your Communication Skills - Writing	16 mm	Coronet Films	11	C
You Got Mad, Were You Glad?	F.S./Record	Guidance Associates		C
Zero In Multiplication	F.S.	Popular Science		C
Zoo Baby Animals	16 mm	Encyclopedia Britannica Films	11	C